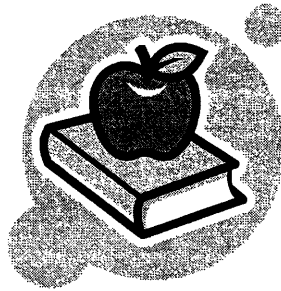


9th Grade Advisory Curriculum

2008-2009




Metropolitan
Nashville
Public Schools

9th GRADE ADVISORY SCHEDULE 2008-2009

1st 9 weeks

Week	Week of...	Topics/Activities
1	8/11	Ice breaker, introductions, basics of high school
2	8/18	Explanation of Advisory
3	8/25	Advisory Rules
4	9/1	Behavior expectations and procedures
5	9/8	Student discussions, likes, dislikes
6	9/15	Check progress reports, calculate grades / Getting involved (sports, clubs, organization)
7	9/22	School involvement
8	9/29	Four facts activity
9	10/6	Human Bingo

2nd Nine Weeks

Week	Week of...	Topics/Activities
1	10/13	Personality Traits
2	10/20	Report Cards/Credit check
3	10/27	Qualities inventory
4	11/9	Communication Skills – Silent communication
5	11/3	Communication Skills – E-mail Etiquette
6	11/10	Study Skills – Assess Attitudes
7	11/17	Study Skills – Test-Taking Skills
	11/24	 THANKSGIVING
8	12/1	Study Skills – Overcoming Test Anxiety
9	12/8	Preparing for Final Exams – Making the Grade

3rd 9 weeks

Session	Week of...	Topics/Activities
19	1/5	Check-in / Schedule Check
20	1/12	Report Cards/Credit Check/Computing your GPA
21	1/19	Career/Post-secondary exploration
22	1/26	Career Center exploration – school specific
23	2/2	Career Center exploration – school specific
24	2/9	Career Center exploration – school specific
25	2/16	Registration – School specific
26	2/23	Anger Management
27	3/2	Conflict Resolution

4th 9 weeks

Session	Week of...	Topics/Activities
28	3/9	Conflict Resolution
	3/16	SPRING BREAK
29	3/23	Report Card Check
30	3/30	Decision Making
31	4/6	Substance Abuse
32	4/13	Self-motivation/Progress Report Check
33	4/20	Stress Management
34	4/27	Test taking skills - Gateways/EOC
35	5/4	Test Prep
36	5/11	Eng of Year Culminating Activity – School Specific

MNPS DISTRICT CALENDAR 2008-09

Revised 6/3/08

JULY						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

AUGUST						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10		12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

SEPTEMBER						
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

OCTOBER						
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19		21	22	23	24	25
26	27	28	29	30	31	

NOVEMBER						
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23	24	25	26	27	28	29
30						

DECEMBER						
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

- 7/16 11month principals/AP's report
 7/28-8/1 New student registration week
 8/6 Teachers report-inservice day 1
 8/7 Teacher inservice day 2
 8/8 Teacher inservice day 3
 8/11 PK-8 students report for 1/2 day
 9-12 students report for full day
 8/12 1/2 day for PK and K
 9/1 Labor Day Holiday
 10/9 End of first grading period
 10/10 Stockpiled planning/assessment day
Students do not report
 10/13 Parent-Teacher conference
Students do not report
 11/4 Teacher Inservice day 4
Students do not report
 Election Day
 11/24 Stockpiled planning/assessment day
Students do not report
 11/25-11/26 Fall Break
 11/27-11/28 Thanksgiving Holidays
 12/17 1/2 day for exams 9-12
 12/18 1/2 day for exams 9-12
 12/19 Exams 9-12; 1/2 day PK-12
 End of second grading period
 End of fall semester - 86 days

- 12/22-1/2 Winter Holidays
 Central Office closed 4 days
 1/5 Stockpiled planning/assessment day
Students do not report
 1/6 **Students report for 2nd semester**
 1/19 MLK Holiday
 2/16 Stockpiled inservice day
Students do not report
 3/12 End of 3rd grading period
 3/13 Stockpiled planning/assessment day
Students do not report
 3/16-3/20 Spring break
 4/10 Spring holiday
Students do not report
 5/19 1/2 day for exams 9-12
 5/20 1/2 day for exams 9-12
 5/21 Exams 9-12; 1/2 day PK-12

Last day for students; last day of
 spring semester - 89 days
 Total Instructional Days - 175

- 5/22 Teacher inservice day 5
 5/29 Last day for 11 month principals/AP's

Color Code

Students do not report
 First day of each semester
 Last day of each semester
 Report Cards Issued

JANUARY						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11		13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY						
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22	23	24	25	26	27	28

MARCH						
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29		31				

APRIL						
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Definition of Advisory: A safe and welcoming place for students to nurture relationships with peers and adults while building skills for success.

- **Purpose:**

- Build relationships
- Foster healthy social and emotional development
- Safety Net/Safe Environment
- Monitor student progress
- Advocate for students
- Academic Support (keeping up with grades, exams, credits, tests, etc.)
- Strategic Planning for the PLAN & ACT (things that no one is aware of)
- Increase parental involvement
- Career Exploration

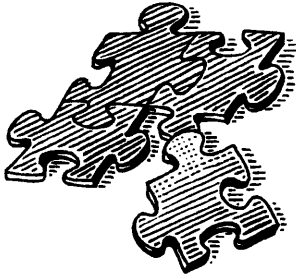
- **Primary Roles of Advisors**

- Inform students of the nature of the advisor/advisee relationship
- Develop a purposeful relationship with advisees
- Assist students in defining and developing desired educational and career plans
- Assist students in preparing a program that is consistent with their abilities and interests
- Monitor progress toward educational/career goals
- Interpret and provide rationale for institutional policies, procedures, or requirements
- Informs students of special services available to them
- Refer students when attitudinal, attendance, or personal problems require intervention by other professional

- **Advisory Is:**

- Building relationships
- Advisement, assistance, advocacy
- Exploring values
- Source of support

- **Structured activity**
 - **Academic support**
 - **Flexibility**
 - **Building self-esteem and community spirit**
- **Advisory is Not:**
 - **Homeroom time**
 - **Isolating individuals**
 - **Heavy counseling**
 - **Substitute for guidance**
 - **Study hall**
 - **Building insecurities**
- **Desired Outcomes**
 - **More positive/functioning school**
 - **Better teacher-students and student/student relationships**
 - **Better student performance (academic/social)**
 - **Higher graduation rates**
 - **Better Discipline**
 - **Better Attendance**



It's not really **advisory**

- If you're only teaching a bunch of skill lessons to a group.
 - ADVISORY IS NOT A CLASS!
 - IT'S NOT JUST A CURRICULUM!!!

At its heart,  ADVISORY IS ABOUT STUDENT DEVELOPMENT and RELATIONSHIPS!!!

- If you're not doing one-to-one conferencing with individual students.
- If your goals don't include academic advisement, support, and encouragement.
- If you're not developing self-perpetuating rituals, routines, protocols, and activities that create a sense of belonging, safety, respect, group identity, and group support.

Advisory is about

- **student development and adult support;**
- **your relationship to individual advisees;**
- **your relationship to the group**
- **and advisees' relationships with each other.**

Good advisors don't give advice ~ they ask elegant questions that elicit self-reflection, self-awareness, and self-expression

Unpacking the Roles of the Advisor

With the Group

You're a Facilitator

Who assists, guides, and enables the group to do its work effectively by...

- Modeling the spirit, presence, behaviors, and skills you expect of participants.
- Reading the group and what it needs in the moment
- Spending more time watching and listening to the group than they are watching and listening to you
- Making the purpose transparent: Why are we doing what we're doing? king observations transparent: Here's what I'm seeing/hearing.
- Asking questions that enable the group to focus, probe, reflect, assess; encourage curiosity and insight; deepen understanding; help the group apply what they have learned
- Redirecting and helping the group to get back on track
- Insisting on group accountability for working effectively together/achieving the goal/completing the task
- Insisting on individual responsibility for learning
- Debriefing the group experience

With each individual advisee

"I'm on Your Side and on Your Case!"



You're an Advocate ***"I believe in you."***

- Words of encouragement
- Confidence in you
- Support when you need it
- Mirroring your assets

You're a Listener ***"Tell me more about _____."***

- Discovering who you are
- Learning about your strengths, assets, talents, aspirations, and plans for the future

You're a Coach/Mentor ***"I will help you get it right."***

- Giving feedback
- Practice and rehearsal
- Sharing experiences and lessons learned
- Problem solving

You're an Academic Advisor and Monitor

"So let's take a look at what you've done."

- Straight talk
- Review and assessment
- Planning and visioning
- Probing, pushing, and problem solving
- Record keeping

Advisor/Advisee Framework for the Freshman Academy

All activities should promote team building and relationships to ensure a caring personalized learning environment.

Each school advisory notebook **must** include the following framework. It is recommended that each school **add** specific material appropriate for your needs.

- I. Non-negotiable District Policies
 - Standard School Attire
 - I.D. Badges
 - Code of Conduct
 - 1st Advisory Period: check schedules: Discuss the specifics on what to do to change schedules and when a schedule will be changed and make a list for guidance: (Guidance will give advisor the schedule change forms)
- II. Other School Policies
 - Student Handbook
 - Agenda/Planner/Hall Pass
 - Bell Schedule
 - Tardies and Early Dismissals
 - Attendance
 - School rituals/culture
 - Student's Professional Email Account
- III. Behavior Expectations and Procedures
 - Freshman Academy Norms
 - Cafeteria
 - Hallways
 - Gymnasium
 - Assemblies
 - Pep Rallies
 - Field Trips
 - Fire Drill
 - Tornado Drills
 - Safety and Security Drills
 - Bus Procedures
 - Media Center Orientation

IV. Introduction to Personnel and Facilities

- Administration responsibilities
- Guidance Counselor – 9th grade
- Student Support Team Personnel

V. Extra-curricular activities

- Sports
- Clubs
- Organizations
- Honor Society

VI. Review of Four-Year Plan: Completed Spring of 8th grade year at registration

- Diploma Type
- Pathways
 - University
 - Scholars
 - Dual
 - Technical
- Understanding Report Card
- Graduation Requirements
- Requirements for Scholarship/Financial Aid (Hope Scholarship)/Ninth Grade Counts/Dual Credit/Articulation/Career Academies

V. Life Skills

- 21st Century Learning
- Time management
- Decision Making
- Study Skills
- Test Taking: Mid-Semester and Final Exams
- Learning Styles

VI. Social and Emotional

- Outsource programs-ex:
 - Stress Management
 - Conflict Resolution

VII. Future Educational/Career Planning

- Setting goals
- Career Portfolios
- Post-secondary: Career Exploration and College Exploration

INDIVIDUAL CONTACT LOG PER STUDENT

STUDENT NAME: _____

ADVISOR NAME: _____

Who Advisor Contacted (e.g., students, parent, STARS, teacher, guidance counselor)	Date	What Discussed (e.g., intro to Advisory; progress report; referral to STARS; discuss with teacher / team)	Follow Up Notes

Advisory Escalation Contact Sheet

If an issue arises let a minimum of two people (situation driven) know the details of the situation. (Example: confidential, sensitive or danger to student issue)

Each school will determine the first two people to contact and the progression beyond that point. If a 911 situation occurs call the office and the administration will make the call to 911.

STARS Counselor –

Phone –

Email –

Principal –

Phone –

Email –

Assistant Principal –

Phone –

Email –

Site Coach –

Phone –

Email –

Situation Categories and Appropriate Response Resources

Emergency--In Building Response to trained personnel and administration

Drug overdose	_____
Pregnancy related pain or bleeding	_____
Loss of consciousness	_____
Asthma attack	_____
Seizure	_____
Attempted suicide in class	_____
Negative reaction to medication	_____

High Priority—Requires a referral to group or agency

Rape/abuse allegations	_____
Threats of physical harm/violence (including gang related)	_____
Homelessness	_____
Pregnancy	_____

Low Priority—Administration and Guidance

Bullying	_____
Hunger	_____
Clothing	_____
Case management (mental health)	_____
Peer conflict	_____
Attendance	_____

Additional Resources

Attendance clerk

Nurse

Social worker

Psychologist

DCS 1-877-54ABUSE (1-877-542-2873) and 1-877-237-0004

Additional Training- 2007-2008

Suicide training (every teacher must have 2 hours of training)

See attachments:

Change in Child Abuse Reporting-"The Law"

Why Do Kids Use Drugs?

Warning Signs of Drug Use

Huffing

Teen Suicide

Gangs and School Violence

Youth Villages Specialized Crisis Services

NOTICE OF CHANGE IN CHILD ABUSE REPORTING

PERTAINS TO: Hospitals, Clinics, Schools, and Organizations Responsible for the Care of Children

Public Chapter 185 of 2005 deletes the language in T.C.A. 37-1-403 that makes provisions for the reporting of suspected child abuse through a designated official of a hospital, clinic, school, or agency/organization. The responsibility for reporting suspected abuse/neglect now lies with the individual who suspects that child abuse or neglect has occurred. Therefore, individual organization policies allowing a staff person to report suspected abuse or neglect to the person in charge of the organization, or that person's designee, will no longer be in compliance with state law. Please immediately update your policies regarding the reporting of child abuse to reflect these changes and ensure your staff is notified of the change in policy.

The bottom line for all hospitals, clinics, schools, and any other organization responsible for the care of children: If you are an individual who suspects child abuse, you have a legal obligation to report it to DCS or others mandated to receive these reports. You may no longer fulfill your legal obligation by reporting it to a designated person within your organization. Pursuant to T.C.A. 37-1-412, failing to report is a Class A misdemeanor and is punishable by a fine not to exceed two thousand five hundred dollars (\$2,500).

In addition to the Department of Children's Services, individuals may report suspected child abuse/neglect to the Juvenile Court Judge having jurisdiction over the child, the Sheriff of the county where the child resides, or the Chief law enforcement officer of the municipality where the child resides. Persons reporting to the Department should call the Department of Children's Services statewide hotline. There are two toll-free numbers, and they are operational 24 hours a day, 7 days a week.

1-877-54ABUSE (1-877-542-2873) and 1-877-237-0004

For more information about this change or child abuse reporting, you may contact your local office of the Department of Children's Services or your established DCS contact.

WHY DO KIDS USE DRUGS?

As we search for solutions that would protect our children from the perils of substance abuse, the question arises as to why they would ever want to use them at all. From an adult perspective the repeated question is, "Who's to blame?" Often looking to transfer responsibility, the adult population frequently points the finger of blame outward. Depending on who you ask you may hear a range of criticism that includes the media, peer influence, lack of supervision from school officials, drug pushers, law enforcement's lack authority, law enforcement's overreaction, kid's role models, parental indulgence, to lack of parental involvement. There is no denying that these can be contributing factors, as outside influences can be very powerful. But to ascribe blame solely on outside influences would be not only an exaggeration, but would be saying our kids are nothing more than victims of circumstance and thus would remove them from the accountability of their own choices. Where adults tend to look outward for 'the answers', the kid's explanations tend to point more towards themselves. They tend to explain it from a more personal choice, something inside them urging them on; wanting to fit in, a curiosity, or need for excitement.

Understanding the teenage perspective holds important keys. There are many pressures teens deal with on a daily basis. When kids are asked why they began using drugs, they do not look outward to outside influences. Rather their reasons include those similar to the following responses:

- ① They want to fit in, to feel part of the group
- ① To rebel against adult authority
- ① To escape their problems
- ① To hide their feelings of inadequacy, and low self esteem
- ① The thrill and excitement of taking a risk
- ① Wanting to feel grown up

Nothing is more destructive to a teen and/or their family than the use of drugs. Consequently the earlier the intervention the better. The problem is that in most cases teens are using drugs for several months or even years before parents become aware of it. Even when parents do become aware of drug use, they often underestimate the extent of their child's involvement.

34 WARNING SIGNS OF DRUG USE

If you are suspicious your child may be using drugs, don't ignore the warning signs. Children seldom grasp the concepts of addiction. Most view themselves as imperious to peril. For some teens, the stress of adolescence and pressure from their peers is overwhelming, and drugs become an enticing escape from their real world.

Neglected appearance/hygiene	Poor self image
Grades dropping	Violent outbursts at home
Frequent use of Eye Wash	Unexplained weight drop
Drug Paraphernalia	Slurred speech
Curfew violations	Running away
Skin abrasions	Hostility towards family members
Chemical breath	Glassy eyes
Red eyes	Valuables Missing
Possessing unexplained valuables	Change in friends
Depression	Withdrawal
Apathy	Reckless Behavior
No Concern about future	Defiles Family Values
Disrespectful to parents	Lying/Deception
Sneaky behavior	Disregards Consequences
Loss of Interest in healthy activities	Verbally abusive
Manipulative/Self-Centered	Lack of Motivation
Truancy	

If many of these signs seem applicable to your child, and their behavior, do not despair. Denial and shame in response to drug abuse, for the user or their family, will only serve to be additional obstacles to overcome. Know that many young people can be helped, and there is effective help available.

THE SILENT EPIDEMIC - HUFFING

There are over 1,000 common household and classroom products that can be used as inhalants, according to the National Institute of Drug Abuse. Huffing is a form of drug abuse that is on the rise with our young people at an alarming rate. These products are so common, you most likely would not be alarmed if you saw a teen buying them. After all, would you stop to realize that something as seemingly harmless as hairspray, whipped cream or air freshener could be used as harmful drugs? These products typically contain gases such as butane or toluene, which can harm the liver, kidneys and bone marrow, and also cause brain damage.

Most huffers begin very young. According to a study by The Cape Cod Islands Partnership to Reduce Substance Abuse it was found that 1 out of 5 students had tried 'huffing' by 7th grade. And inhalants were found to be the 3rd most abused substance, behind tobacco and alcohol, in the 12-14 year old age group, per the National Institute on Drug Abuse. A California physician, who lost his 13 year old son to huffing spray-can propellants said he knew more about inhalants than most parents, yet there were important things he didn't know. "I didn't know about Sudden Sniffing Death. I didn't know about the brain damage." He also said he didn't know it was habituating, and that it wouldn't be easy for his son to stop. Kids can die from abusing inhalants repeatedly, or even just once.

States a Wichita Juvenile Court Judge, " . . . I see a lot of kids coming into court in all kinds of trouble and all kinds of problems. The one group of kids that scares me the most are kids using inhalants, or huffing as they call it." Would you recognize the warning signs of huffing?

Chemical smell on child or child's clothing	Correction fluid on nose, fingers, or clothing
Markers in pockets	Red eyes, nonsensical talk, irritability
'Drunk' appearance, slurred speech	Unusual breath odor
Decreased appetite	Frequent headaches
Sores around mouth	Lack of concentration
Low grades, school absences	

TEEN SUICIDE

Teen Suicide- Identifying the Risk Factors

To contemplate suicide at any age is awful. When it involves a teenager, who has a life full of potential ahead of them, it is almost too awful. Suicide is the third leading cause of death among young people aged 15-24 and suicide is the 2nd leading cause of death among college students.

Teenage Suicide Statistics

The statistics and methods for calculating mortality can differ in different countries but one thing is clear, teen suicide is on the increase. The statistics suggest that while women make more attempts at suicide, men are more likely to succeed. In fact there are 4 male suicides for every 1 female suicide.

In the course of development adolescence is recognized as one of the most volatile. Adolescence is characterized by role change; communication can be problematic; teens often feel very isolated.

Teenage Suicide Warning Signs

- ☐ One of the significant warning signs is a previous suicide attempt
- ☐ Marked changes in personality, mood
- ☐ Giving away personal possession, cleaning their room and throwing out things they own
- ☐ Talking about suicide, wanting to die, saying life is not worth living, or expressing feelings of worthlessness
- ☐ Depression, great sadness
- ☐ Feelings of hopelessness and/or guilt
- ☐ Feelings of isolation and loneliness
- ☐ Changes to sleep patterns (such as excessive sleeping, early morning wakening, not sleeping well)
- ☐ Withdrawing from activities and family
- ☐ Having difficulty communicating. Being unable or having great difficulty talking
- ☐ Changes to eating habits and appetite
- ☐ Inability to concentrate
- ☐ Losing interest in things they previously enjoyed
- ☐ Having a friend or family member who has committed suicide
- ☐ Using drugs or alcohol. There is some evidence that people who use are more likely to make a successful suicide attempt
- ☐ Sudden marked behavioral changes such as restlessness or reckless behavior
- ☐ Changes in academic performance
- ☐ Loss of interest in personal appearance
- ☐ Marks of self harming such as scratches or wounds on the body

Teen Suicide Risk Factors

There are times in a teenagers life that can contribute or make a teen more vulnerable to a suicidal act. These include;

- The breakup of a relationship with a girlfriend. This is one of the most common causes and a very significant event.
- Failing or doing badly in a test
- Feeling badly humiliated
Recent loss of a friend, a family member, a pet from death or suicide. Sometimes, very rarely, a suicide in a school or community can act as a trigger for other teens
- Loss of a parent due to divorce
- Abuse
- Being a victim of bullying
- Problems with the law
- An unplanned pregnancy
- Causing injury or death to another person
- An anniversary of a tragic event

Some of the signs are more obvious than others. It may be a combination of them that will be significant and an expert in the field will be able to make that judgement and provide the support and possible treatment the person needs.

Getting Help for those at Suicide Risk

Getting help for teens expressing suicidal intent or showing the warning signs is so important. There are a number of avenues open to you to get the teenager the help they need. Support and reassurance are important. Help is available from a number of different sources; school, school councilors, teachers, family doctors, psychologists, psychiatrists, psychotherapists, voluntary organizations, community mental health center, local hospital or social agency.

In Urgent Situations

Contact your family doctor, or consult a mental health doctor urgently If a teen is in what you believe to be in imminent danger call 911, do not leave them. If the guardian of the affected teen does not seem to respond to your information to help and you believe the teen is at risk of suicide contact your local family or psychiatric services and they can make an evaluation. Sometimes a parent or guardian is unable to see or judge the urgency of the situation.

Teen Suicide Cannot Always be Prevented

Teen suicide may come with no warnings signs or warning signs may be missed and intent misjudged. Experts in the field can find it difficult to judge a person's mental state, so it is no surprise that parents and friends do not recognize warning signs and take the right steps to try to prevent teen suicide.

GANGS AND SCHOOL VIOLENCE

A good offense...

The first defense in protecting our kids against gang influence, is a good offense. Just as we warn our kids against the dangers of smoking, alcohol and drugs before we discover evidence of such activity, we must take similar precautions and talk to our children about the dangers of gang involvement. That is, making our children aware that gang association of any kind is harmful and will not be tolerated. They need to hear it from you and know where you stand.

Discuss the consequences of being in a gang. We must teach them that they should not associate with gang members, communicate with gangs, hang out where gangs congregate, wear gang-related clothing or attend events sponsored by gangs. We must try to make them understand that the dangers here are real and "just saying no" may save their lives.

What to look out for

Parents should be alarmed and take appropriate action if a child exhibits one or more of these warning signs. Although we should exercise caution, we need to determine the degree (if any) of a child's involvement. We can assume that a child has some level of involvement with a gang if he/she:

- admits that they are involved in any manner with a gang
- is obsessed with a particular clothing color
- prefers sagging pants or gang clothing
- wears jewelry with distinguishing designs or wears it only on one side of the body
- requests a particular logo over others such as British Knights (BK) - known as "Blood Killer" in some areas
- adopts an unusual desire for privacy and secrecy
- exhibits a change in behavior and conduct and withdraws from the family
- is frequently deceitful about their activities
- declining grades at school
- truancy and/or being late for school
- begins keeping late hours
- breaks parental rules repeatedly
- is obsessed with gangster music or videos
- associates with the "wrong crowd" (changes friends)
- begins using hand signs with friends
- has paint or permanent marker stains on his/her hands or clothes. Or, is in possession of graffiti paraphernalia such as markers, etching tools, spray paint, bug spray and starch cans.
- show evidence of physical injuries and lies about how they were received

- displays unusual drawings or text on school books or displays graffiti in their bedrooms and on items such as books and posters
- produces unexplained cash, clothing, jewelry, music CDs, etc.
- exhibits use of alcohol or drugs

Be careful

None of these warning signs alone is sufficient for predicting gang involvement, aggression or tendencies toward violence. Also, it can be detrimental to use these signs as a checklist against which to measure children.

Early warning signs are just that, indicators that a child may need our help and guidance. These are behavioral and emotional signs that, when considered in context, can signal a distraught child.

Early warning signs provide us with a means to examine our concerns and address the child's needs. Early warning signs allow us to get help for the child before problems escalate.

**Youth Villages Specialized Crisis Services
Nashville Region
1-866-791-9221**

When should you call?

- When a child is expressing serious suicidal or homicidal thoughts or behaviors
- When a child is experiencing severe depression
- When a child exhibits bizarre behaviors, disorientation, confusion or hallucinations
- When a child acts in a destructive manner or is otherwise out of control

Who will respond?

- Counselors with at least two years of experience working with children in a therapeutic setting
- Counselors specifically trained in crisis intervention and de-escalation and ongoing training specifically dealing with children and adolescents
- The Nashville Crisis team has all Masters level responders and one Bachelor level responder

What should you expect?

- Crisis Counselors will respond within one hour of the end of the call to triage
- Crisis Counselors will respond alone or in a team of two
- Crisis Counselors will do a complete assessment of the child and will attempt to make contact with current service providers and family members regarding the child to get multiple perspectives.
- Crisis Counselors will determine with service providers and family the best level of care for the child based on current crisis
- Crisis Counselors may consult with on-call psychiatrist or on-call supervisor before making final recommendations
- The assessment process should take approximately 1.5 - 2 hours in most cases

Regional Supervisor - Michelle Grabarezyk
615-250-7203 (office)
1-877-573-9411 (pager)

Program Supervisor - Dawn McEntyre-Puster
615-250-7322 (office)
1-888-379-0169 (pager)

Twelve Ways Parents Can Help Their Kids Succeed in High School

Here are twelve ways to help your child succeed in high school:

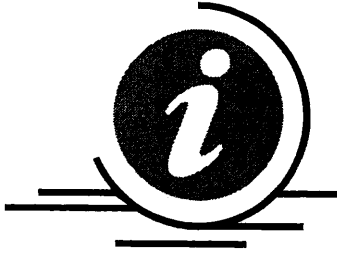
1. Encourage your child to ride the bus. Even though bus transportation is provided for high school students, school parking lots are filled to overflowing with student-driven cars. A frequent excuse for first-hour tardiness is "car trouble." Not only do tardy students lose valuable learning time at the start of the class, but they interrupt the learning atmosphere and take up administration and teacher time. Bus transportation is reliable, on time, safe, and free.
2. Try to schedule family vacations when school is not in session. When students miss a week or more it is almost impossible to make up learning experiences. Also, considerable teacher time is taken up on makeup work.
3. Give some thought to the sacrifices in student time and energy because of car ownership. Many students put in considerable time on jobs to support cars. Students tired from evening jobs are not at their best and are often unable to put in the time to complete homework and study for tests.
4. Provide you child with an assignment book, such as a business appointment book. Ask you child to enter due dated of projects, homework assignments, test, and other obligations and events. Expect your child to keep the book up to date and ask to see it from time to time. Students will find assignment books a valuable tool for time management.
5. The kitchen table may be the best place for doing homework. A surprising number of high school students have a television and a telephone in their rooms. Do not assume that time spent in their rooms "doing homework" is not also spent watching television and talking on the phone. Doing homework at t he kitchen table allows parents to observe student work and discuss assignments.
6. Help your child plan his or her school program. Your input is valuable in class selection and career choices. Your child will appreciate your interest and judgment. Also, parents' serious attitude toward education is transmitted to children. Attitude is often more important than ability when it comes to success at school.
7. Try to have at least one adult at home during the evening. Although difficult, any juggling of schedules that achieves better parental supervision and knowledge of how adolescents spend their time is well worth the effort. Students who come to school rested, properly attired, and well nourished are truly ready to learn.

8. Help your child set reasonable academic goals at the beginning of each year and grading period. Discuss the child's progress from time to time and update or review goals together. When grades come out, review your child's goals in relation to grades. If the student does not achieve the goals, try to determine why. Be realistic in your expectations, offer plenty of encouragement, and most important, praise your child for a job well done.

ADVISORY CLASS ROSTER

ADVISOR NAME	
SCHOOL NAME	
LOCATION OF ADVISORY	
REGULAR MEETING SCHEDULE	

STUDENT LAST NAME	STUDENT FIRST NAME	STUDENT EMAIL	STUDENT PHONE



FYI...

ADVISORY REFERRAL/UPDATE OF INFORMATION FORM

STUDENT NAME:	
DATE:	
ADVISOR NAME:	
INFORMATION:	

This information is to be kept strictly confidential.

*If information is of an extremely personal nature, it should be passed along personally and not in writing.

STARS HIGH SCHOOL STUDENT ASSISTANCE REFERRAL FORM

2007-2008

STARS exists to help students refrain from the use of alcohol, other drugs, and violence; and to enhance their educational achievement and character development.

You may refer a student to STARS when you are observing behaviors that are adversely affecting the student's school performance. Please complete the following and return it to the referral coordinator/school guidance or STARS Specialist..

STUDENT _____ GRADE _____ AGE _____ Race _____

REFERRED BY _____ DATE REFERRED _____

PERIOD STUDENT IS WITH YOU _____

Please provide a brief summary of the reason for the referral: _____

Do you feel the student would benefit from being in a support group? If so, which of the following presenting problems have you observed?

- _____ Substance abuse
- _____ Low school attachment (failing grades, high absenteeism, increasing office/behavior referrals)
- _____ Increasing incidents of IS/OSS
- _____ Disruptive behaviors in classroom and/or in other areas of the school
- _____ Disrespectful/refusing to obey
- _____ Family addictions
- _____ Family conflict
- _____ Adult/student school conflict
- _____ Peer conflict
- _____ Depression, anxiety
- _____ Gang membership and/or affiliations
- _____ Conflict with peers and unable to control anger/emotions
- _____ Alcohol and drug relapse

- _____ At-risk teen male issues
- _____ At-risk teen female issues
- _____ Grief (loss of a friend/family)
- _____ Low skill level with social and emotional competencies
- _____ Individual counseling (if group counseling is not appropriate)
- _____ Other...Please explain _____

What actions have you already taken with this student: _____

*** Thank you for taking the time to complete this referral. Your student assistance program works best when everyone works together. You may be receiving a Behavioral Observation form to complete. The information you provide is **CONFIDENTIAL** and will only be used to assist your specialist in providing the best kind of support for this student. You will also be notified of the action that was taken as a result of your referral. Thanks again!

- Title VI of the Civil Rights Act of 1964 states: *"No person in the United States shall, on the grounds of race, color or national origin be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."*

7-06

TURN OVER

STUDENT BEHAVIORAL OBSERVATION FORM

STUDENT _____ DATE _____
TEACHER _____ CLASS _____

Please take the time to provide the following information. The information is **CONFIDENTIAL** and should only be used for observing potential problems of the student named. This form should be kept in a secure place. Discussion of its contents outside the professional scope of the educator must be avoided. Your input will be used to help decide the best possible support for your student. Thank you for taking the time to complete the form.

ACADEMIC PERFORMANCE

- _____ low grades, achievement
- _____ always behind in class
- _____ lack of motivation
- _____ failing the class
- _____ rarely tardy or absent
- _____ cheating
- _____ orderly, organized
- _____ alibis and excuses
- _____ generally cooperative
- _____ good interpersonal skills
- _____ helps others voluntarily
- _____ flexible, adaptable
- _____ inconsistent mood
- _____ class clown

SCHOOL ATTENDANCE

- _____ absenteeism
- _____ tardiness to class
- _____ frequent suspensions

CLASSROOM CONDUCT

- _____ disruptive in class
- appearance
 - _____ inattentiveness
 - _____ lack of motivation
 - _____ sleeping in class
- culture
 - _____ leaves classroom
 - _____ frequently needs discipline
 - _____ defiance of authority
 - _____ verbally abusive
 - _____ obscene language, gestures
 - _____ sudden outbursts of temper
 - _____ appears happy
 - _____ vandalism
 - _____ empathetic, helps others
 - _____ hyperactive
 - _____ good sense of humor
 - _____ forgetful
 - _____ well-liked and respected
 - _____ negative attitude
 - _____ good negotiator
 - _____ high achiever
 - _____ creative, curious

BEHAVIOR CHANGES

- _____ deteriorating
- _____ frequent illness
- _____ arguments with friends
- _____ identifies with counter
 - _____ isolating self from others
 - _____ cheating
 - _____ stumbling frequently
 - _____ possession of paraphernalia
 - _____ sudden mood swings
 - _____ brags about partying

_____ completes homework
_____ enjoys technology
_____ satisfactory or better

WHAT ACTIONS HAVE YOU ALREADY TAKEN WITH THIS STUDENT? _____

How would you rate your relationship with this student? NOT CLOSE 1 2 3 4 5 6
7 8 9 10 VERY CLOSE

Do you want the student to know who made the referral?

☐

YES

NO

☐

signature _____

date _____

date revised:7/17/07

Levels of Relationships and Influence

Level 1 – Basic Positive Social Interaction

- By: smiling, waving, high-five, pat on the back, “good to see you”, “how’s your day?”, etc.

Level 2 – Taking a Personal Interest in the Student

- By: initiating conversations and finding out their interests, family information, pets, favorites, aspirations, nicknames, etc.

Level 3 – Identifying, Acknowledging and Encouraging Young People’s Gifts and Talents

- By: conversing with them, observing them, playing with them, looking closely at their work, listening to them, and by words of affirmation, writing notes, attending events, a pat on the back, etc.

Level 4 – Challenging Young People

- By: having high expectations, issuing challenges, helping them to set goals, using affirmations, checking in with them, etc.

Level 5 – Focusing on Building Specific Assets

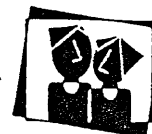
- By: developing a plan for building specific external assets and working with them directly on key internal assets.

Level 6 – Keeping in Touch Over Time

- By: sending a card, a phone call, e-mail, attending an event they are involved in, etc.

Influencing Appropriate Behavior

- **Take the person aside, not in front of others**
- **Use their name**
 - “Olivia”
- **Express your feeling**
 - “I was surprised”
 - “I was disappointed”
 - “I am worried”
- **Identify the inappropriate behavior**
 - “When you...”
- **Indicate that the behavior is not how you see them**
 - “That’s not like you”
 - “I often see you...”
 - “I know you’re capable of...”
- **Ask them what happened. Indicate you understand but what they did was inappropriate**
 - “What happened?”
 - “Is something wrong”
 - “I understand how that could make you mad, but what you did was inappropriate”
- **Model**
 - “Can you show me a better way of dealing with that situation?”
 - “Would you like me to show you how other students have dealt with that situation”
- **Thank them**
 - “Thanks for listening. I know you will do things differently next time”



Constructive Use of Time

- **Create visual symbols of assets.** For example, cooperative murals can show the importance of working together to strengthen the community. Art students can create self-portraits that reflect their assets.
- **Thank other teachers, staff, and students when you catch them building assets.**
- **Demonstrate sensitivity with respect to student involvement in extracurricular activities.** Some teachers make it a practice to always allow at least two nights for students to complete assignments.
- **Read biographies or view films about musicians and other artists.** Discuss the assets students see in these people's lives.
- **Discuss current music, movies, or arts and entertainment and the messages they send.** Do they build assets or not?

Commitment to Learning

- **Discuss the assets of characters in stories, history lessons, and current events.** For example, when studying *Romeo and Juliet*, talk about how asset deficits can lead to tragedies. Change the tale by building assets for the two main characters.
- **Use assets as the focus for assignments.**
- **Choose a quote of the day with an asset focus and ask students to talk about it.**
- **Introduce students to Web sites that have asset-building themes.**
- **Read biographies of people who have realized their dreams.** Talk about the assets that helped those people succeed.

Positive Values

- **Ask students to gather information about their heroes—famous or not.** Then have small-group or class discussions about

what values these heroes seem to have and how those values guide who they are and what they do.

- **As a class, create a list of shared values.** See the Positive-Values assets (26–31) as a place to start. Talk about what it takes to uphold these values. Set boundaries and expectations based on these values.

Social Competencies

- **Provide a process in the classroom for mutual goal setting and evaluation.** Such a process empowers students and actively engages their learning.
- **Encourage planning through the use of student agendas and calendars.**
- **Use resources in your community to help teach Cultural Competence (asset 34).** Consider having students organize a diversity-awareness week, a cultural fair, or some other way of learning about each other's backgrounds and cultures.
- **Don't let students get away with bullying or fighting.** Talk to them about how to resolve conflicts peacefully.

Positive Identity

- **Use "strength interviews" with students to help them identify their assets and their sources of support.**
- **Attend concerts, programs, and activities your students are involved in.**
- **Congratulate successes** with a written note, a call home, or verbal praise.
- **Create life-planning portfolios** that follow a student from the end of one school year to the beginning of the next school year and include goals, dreams, and hopes. They can be an important tool for the student—and for teachers—to keep track of accomplishments and challenges.



Pass It On!

Handout 58



- ✧ **Focus on drawing out young people's strengths** rather than changing what you think is wrong with them.
- ✧ **Work with young people to create safe places for them to spend time**—places where they feel not only physically safe but also safe to be themselves.
- ✧ **Find out what positive activities young people are already involved or interested in** and build on and encourage those.
- ✧ **Challenge young people to set goals** that are beyond what is comfortable for them, and then help them develop the skills to achieve those goals.
- ✧ **Learn about signs of depression, chemical abuse, eating disorders, gang involvement, and physical, sexual, or emotional abuse.** Know what resources in your community are available for kids who are struggling or in crisis. Find out who you can turn to if you feel a young person needs more help than you can offer.
- ✧ **Be prepared to have your goodwill and commitment tested.** Hard-to-reach kids have usually been let down by adults and might be skeptical about what you have to offer.
- ✧ **Give young people many opportunities to be leaders** in formal and informal ways.
- ✧ **Offer support groups, activities, and counseling with an explicit asset-building focus.** Train youth to lead peer support groups.
- ✧ **Teach young people problem-solving skills** such as using Peaceful Conflict Resolution (asset 36), Interpersonal Competence (33), and Planning and Decision Making (32).
- ✧ **Create opportunities for young people to make real contributions** to their communities through service projects.
- ✧ **Offer skill-building training for adults.** Focus on things such as Family Support (asset 1), Adult Role Models (14), and Achievement Motivation (21).
- ✧ **Take a positive, asset-driven approach to young people.** Instead of labeling them "at risk," think of them as having great potential.
- ✧ **Treat all young people with respect and care.**
- ✧ **Learn to trust young people** to make decisions and take responsibility.
- ✧ **Set, communicate, and uphold clear limits and boundaries.**
- ✧ **Withhold judgment,** especially about past behavior.
- ✧ **Offer young people opportunities** to see and experience other lifestyles and new situations.
- ✧ **Link hard-to-reach young people with caring, principled adults.** Train the adults beforehand so they're familiar with the 40 Developmental Assets and how to nurture them.
- ✧ **Be an advocate for individual young people** as well as youth in general.

Developmental Assets® are positive factors within young people, families, communities, schools, and other settings that research has found to be important in promoting the healthy development of young people. From *Pass It On! Ready-to-Use Handouts for Asset Builders, Second Edition*. Copyright © 2006 by Search Institute®; 612-376-8955; 800-888-7828; www.search-institute.org. This handout may be reproduced for educational, noncommercial uses only (with this copyright line). All rights reserved.



Building Assets for Hard-to-Reach Kids

One of the fundamental principles of asset building is that *all* children and youth need assets. Yet most people and organizations have some young people with whom they interact regularly, some with whom they interact occasionally, and others with whom they have no contact at all. Unfortunately, kids who are disconnected from one part of the community are often disconnected from most parts of the community. These "hard-to-reach" kids may be the ones most in need of asset building. There are at least two keys to building assets for hard-to-reach kids; the first is reaching out to them and the second is providing them with asset-building opportunities and relationships. Here are some ideas on how to do each:

~~~~~ REACHING OUT TO HARD-TO-REACH KIDS

- ✧ **Be truthful and sincere with young people;** tell them why you are reaching out to them and why you care.
- ✧ **Think about why some kids are hard to reach.** Are they staying away from you or are you staying away from them? If they are staying away from you, invite a few kids you trust to talk with you about how they think you could reach out to others. If you are choosing to work with young people with whom you are most familiar, challenge yourself to reach beyond what's comfortable for you.
- ✧ **Once you successfully reach out to and get to know a few young people, ask them to spread the word among their friends.** Train youth to be asset-building leaders and peer helpers.
- ✧ **Volunteer in an alternative school, GED program, or program for teenage parents.**
- ✧ **Go to places where young people hang out.** Get to know young people there.
- ✧ **Head to detention.** Volunteer to supervise a detention hall and befriend those who are there.
- ✧ **Publicize and offer free food** whenever you have some kind of youth activity. Food is often a good way to draw people in.
- ✧ **Volunteer at drop-in centers** and arrange to lead some constructive activities, such as a basketball game or a juggling seminar.

BUILDING ASSETS FOR HARD-TO-REACH KIDS

- ✧ **Be authentic.** Don't try to be something you're not because you think hard-to-reach kids will like you more. They'll figure out that you are not being yourself and then they won't trust you.
- ✧ **Always make time for young people** when they need or want to talk or just be with someone. Make relationship building your first priority.

Any time Lesson

Title: Helping New Students

Objectives: To talk about what it feels like to be a new student, and to learn how to help other new students.

Resources: None.

Topics/Activities:

Have students share what it is like to be a new student at a school.

How do you feel on the first day?

What would make the first day at a new school easier?

During the course of the year new students will enter the advisory class. Our mission is to help them adjust and to teach them what they need to know to be successful at Overton. Let's think of a list of things that we wish we could have known on our first day at school. (Have a student be the secretary and write them down) Then, when we have a new student we will know to welcome them and help them feel better about being here.

SESSION 1

Title: Basics of High School

Objective: To understand the non-negotiable policies and procedures of the school and to be knowledgeable about what is and is not accepted.

Resources:

Copy of Schedule Check form

Student handbook

Code of conduct

Standard school attire information

ID badge information

TOPICS / ACTIVITIES:

1. Individual Introductions(Name, Middle School attended)
2. Check each student's schedule (use form provided)
3. Explain to students that we will talk more about advisory on another day. Today we need to discuss the basics of high school.
 - Standard school attire
 - ID badges
 - Code of Conduct
 - Student handbook/school policies
 - School personnel and facilities
4. If time remains do one of the **ice breakers** that is included here with this lesson. These ice breakers can be used at any point in the advisory if you need to shake things up a bit, or find the scheduled activity takes less time than you thought it would.

Benefits of Suggested Activities

1. Reduces student and instructor anxiety prior to introducing the topic.
2. A powerful means of fostering both student-student and faculty-student interactions.
3. Creates an environment where the learner is expected to participate and the instructor is willing to listen.
4. Conveys the message that the instructor cares about getting to know the students.
5. Students are active participants versus passive participants from the onset.

'LAY DOWN THE LAW' AND THEN...

Like many teachers, you may feel compelled to use part of the first day of classes to "lay down the law." **Share your plans for the year ahead as well as class rules and expectations, then turn the tables.**

After doing your routine, ask students for their expectations of you. This approach builds powerful bridges to understanding between you and your students. Because adolescents are in 'take in' mode early in the school year, you will have their undivided attention as they try to size you up. Tell them you're interested in their opinions and you're asking them these questions as a way of finding out about their learning styles and preferences. Ask them to write, using as much detail as possible, their responses to questions, such as

- **Now that I've told you my expectations of a good student, what are your expectations of a good teacher?**
- **Tell me about the best teacher you've ever had. What made that person such a good teacher?**
- **Now that I've told you some of my ideas about how we will go about learning this year's material, tell me about how you learn best. Give me an example of a project or unit where you learned a lot. Describe the project in detail.**

This activity sets up a positive dynamic right from the beginning of the school year, and the students' writing may also surprise and amuse. You can use responses as a follow-up the next day when you launch into the work and fun of learning with a new group of students.

THE MAGIC WAND

You have just found a magic wand that allows you to make three changes. You can change anything you want. How would you change yourself, your job, or any other part of your life? Have students discuss why it is important to make the change. **Another variation is to have students discuss what they would change in this classroom if they were the instructor.**

SYLLABUS ICEBREAKER

Have students get into groups of 3 to 5, then have each group generate a list of 5 to 8 questions that they have about the class. The instructor then hands out the syllabus and the groups go over it together to answer their questions. The class then reconvenes and the groups ask any questions that were not answered by the syllabus.

TIME CAPSULES: A TIME-PROVEN YEAR OPENER

Give each student a sheet with questions such as (more than this, of course, at your discretion.)

- Who is your favorite music artist?
- What's your favorite hobby?
- What is your biggest fear for this year?
- **What are your goals for this year?**
- Who do you hope to meet at school?
- **What class do you think you will like best? Why?**

There's a space for students to answer the questions at the beginning of the year and another space for them to answer the same questions at the end of the year. After students put their answers in the first blank, tie all the sheets together and put them in a file cabinet. **It's always funny at the end of the year to hear them laughing and screeching over their answers from the beginning of the year.** They always change their minds after they've grown a year wiser!

DIAGRAM THIS...

Provide each pair of students a blank **Venn diagram** form. The students work together to complete the activity.

One student writes his or her name at the top of one of the circles, and the other student writes his or her name at the top of the other one. In the overlapping portion of the circles, the partners must list five things that they have in common. In the parts of the circles with their names, the students must each list five things that are unique about themselves. These can be posted.

How about creating strips of paper with **clichés or common expressions** written on them? For example, one strip might say *That's the way the -- cookie crumbles*. Another

might say *Chew the -- fat*. Cut each strip in an appropriate place (indicated by the --) and give each student half a strip. Students must find the classmate with the matching strip. They will have fun as they try to piece together the expressions. Some expressions that don't quite work — such as *Chew the cookie crumbs* — might bring a smile. When students find their partners, have them interview each other.

PASSING NOTES IN CLASS...

- Arrange students into pairs. If a student doesn't have a partner, that student can partner with you. Explain to students that they are going to write notes to their partners. (Students love this idea; it is something they are seldom encouraged to do!) Inform them that this note-writing activity has a couple of rules.
- **First, they are not allowed to ask any questions in their notes; the purpose of the activity is to learn as much as possible about the other student without asking questions. The other rule is that they cannot talk.** That makes the activity harder, and students enjoy the challenge. Remind students that the best way to learn about someone else is to tell them things about yourself.
- **Emphasize that it is easy to learn about others if you listen to what they say; in this case, students must "listen" to their partner's written words.** Continue the activity for 15 to 30 minutes, depending on students' interest level and attention span.
- When the activity has run its course, stop the note writing and have each student introduce his or her partner to the class based on information learned from the note-writing. This activity usually results in lots of giggles; it's a great way to break the ice.

LEARNING FROM EXPERIENCE

Have participants introduce themselves and **explain one thing they have learned the hard way about the subject you are covering or the task you are undertaking.** Post the learnings on a flip chart and refer to them throughout the class.

THE BEST TEAM

Have each person share a description of the best team they have ever been on and why it was the best. Post characteristics on a flip chart. Debrief this exercise by having the team identify ways to maximize the "best team" characteristics. **This icebreaker would be particularly appropriate in a class where teamwork is expected.**

COMMON SENSE INVENTORY

Assemble 5 to 15 common sense statements directly related to the course material, some of which run counter to popular belief, are based on myth or prejudice (Example: "Suicide is more likely among women than men"), and include some statements that are accurate. **Have students mark each statement as true or false and share their answers in small groups. Let students debate their differences.** Instruct the groups

to reach consensus and have a presenter from each group share the answer to at least one question. **Either provide the correct answers or take the cliff-hanger approach and let the class wait for them to unfold during the semester.**

Oral Charades

Write occupations and emotions on slips of paper: one each per student. Have students draw papers from a hat (or two) and have them describe the emotion and the job on the papers **WITHOUT** using those words.

The rest of the class must guess the emotion and the occupation,
e.g. "Happy Postman," "Frustrated Teacher" etc"

BIG WIND BLOWS

Objective: It can be a fun activity with which to end the workshop. It is also a way to measure understanding of various topics with which the session has dealt.

Preparation: None

Resources: None

Activity: Everyone has a seat, except for one person who stands in the middle. His/her job is to stand there and say an attribute, article, characteristic, etc. For example, "Everyone who is wearing shoes with laces," or "Everyone who has a pet." The people sitting listen carefully, and if they have the same attribute or article of clothing that is called out by the player in the middle, they must move to another seat across from them. They cannot move to the seat to the left or right of them, only across. As players move to new seats, the person in the middle must move to find an empty seat. Whoever is left standing without a seat becomes the player in the middle.

As an added step, ask a question to the person that stands in the middle about a topic like Telecommunications. They have to answer it correctly before they can go on with the game.

Time: 5 minutes

Color Jacuzzi:

The object of this small group exercise is to get the group to quickly meet the other members. The facilitator calls out a color of the rainbow: - for example RED:

Red typically is the stop/turn- off color - so each member of the group quickly tells what is the one thing (that they can disclose in public) that is really a turn off to them .

Orange: is the motivation color - what motivates them

is the inspiration or creativity color - what was the best idea they've had

Green: is the money color - what they plan to do for money, or the dumbest thing they ever did for money.

Blue: is the sky's the limit color - what is your favorite fantasy about your future

Indigo: is an odd, or different color - what is the most daring thing they ever did.

Purple: is the color of royalty - if you were ruler of the universe for a day - what is the first thing you would do?

Ice Breaker

Title: Who am I?

Objectives: To build group cohesion and explore identities in a fun way.

Resources: Each student will have a blank piece of paper and a pen or pencil.

Topics/Activities:

Have each student answer the following questions:

1. If you could have any car, no matter the price, what would it be?
2. Where would you have gone last weekend if money was no object?
3. What animal represents you and why?
4. IF you could have dinner with any person, dead or alive, who would it be?
5. Name one positive word that describes you.

Have the students share their responses in small groups or with the whole group.

Time Capsule

Who is your favorite musical artist? Why?

What's your favorite hobby? Or, how do you like to spend your free time?

What is your biggest fear for this year? For high school?

What are your three main goals for this year?

Who are you hoping to meet this year?

What class do you think you will like best? Why?

End of year...

Who is your favorite musical artist? Why?

What's your favorite hobby? Or, how do you like to spend your free time?

What was your biggest fear for this year? Did you overcome it?

Did you meet your goals for this year?

What class did you like best? Why?

Opening Activities

1. Decorate or personalize their advisory folder.
2. Journals (ex. It makes me really mad when my parents.....)
3. List (ex. Advise to the eighth graders on how to survive the first day of ninth grade)
4. Word puzzles (ex. How many words can you make from the phrase Ninth Grade Academy)

Session 2

Title: Explanation of advisory

Objective: Students will have an understanding of the advisor/advisee process.

Resources:

Advisory is/Advisory is Not (can be given as handout or use overhead transparency/PowerPoint)

Parent letter (add personal information, see site coach for digital copy and information on letterhead)

Topics/Activities:

1. Continue discussions of handbook if needed
2. Discuss what advisory is; be sure to include the following:
 - ◆ Advisory is not a class and it is not for a grade
 - ◆ Is important – opportunity to have questions answered, discuss issues that are important to you, and learn skills that are not taught in academic classes.
 - ◆ Each session will consist of specific preplanned activities
 - ◆ Examples of activities include:
 - Discussion of school rules
 - Learning better study skills and organizational strategies
 - Researching colleges and careers
 - Developing healthy coping skills
 - ◆ As your advisor I will be available outside of advisory sessions for additional assistance. If you bring something to me that is outside my area of expertise, then I will help you find appropriate assistance.
3. Distribute/discuss parent letter

Advisory Is:

Building relationships

Advisement, assistance, advocacy

Exploring values

Source of support

Structured activity

Academic support

Flexibility

Building self-esteem and community spirit

Advisory is Not:

Homeroom time

Isolating individuals

Heavy counseling

Substitute for guidance

Study hall

Building insecurities

Dear Parent/Guardian

Metro Nashville Public Schools will be redesigned using the Small Learning Communities framework. Its mission is to provide a caring and personalized learning environment in which all students:

- Master 21st century skills (core academics, 21st century content, learning and thinking skills, technological literacy, life skills)
- Acquire universal values
- Connect to post secondary and career opportunities
- Become successful contributing members of the global community

Part of the Small Learning Communities framework is the implementation of an advisory program. An advisory program provides a place where the advisor, serving as an advocate, mentors students academically and socially. The purpose of advisory is to:

- Build relationships
- Monitor student progress
- Advocate for students
- Explore post secondary and career opportunities

Students will be assigned to an advisor and will meet on a regular basis.

Advisory sessions may address the following:

- School and district policies
- Improved study skills, decision making and time management strategies
- College research
- Communication skills
- Development of strategies for academic improvement

We welcome your input and support as we transition into Small Learning Communities.

Sincerely

Advisor

I have received the information letter on the Advisory.

Parent signature _____ Date _____

Student signature _____ Date _____

Session 3

Title: Advisory rules

Objectives: Create advisory rules for your advisory.

Resources:

Poster board for rules (provided by site coach)

Markers

Topics/Activities:

1. Explain that the purpose of the session is to come up with a set of rules for the group to follow during their advisory sessions. Ask students why it would be important to have rules in advisory. Be sure to include the following reasons:
 - so that members feel comfortable
 - so that the group is able to accomplish its goals
 - so that members feel respected
 - so that everyone is able to benefit from advisory
2. Ask students to brainstorm appropriate rules for advisory. Emphasize that advisory is different from classroom time (less structured, more casual format, etc.) and that advisory rules should reflect these differences. Use the following example – While you might tell your friends about something a classmate said in class, it would not be appropriate to tell your friends about personal issues discussed in advisory. Write responses on dry erase board. Be sure that the group discusses the following:
 - everyone gets a turn in discussions/activities
 - everyone listens when someone is talking
 - members should not interrupt one another
 - everyone should have equal time
 - no negative comments about what another member has revealed
 - no one may leave advisory unless it is an emergency
 - what is said in advisory stays in advisory
 - members should not gossip during advisory
 - members should stay on topic when speaking
 - members should use appropriate behavior and language at all times
3. Write the final set of rules on a piece of poster board to be posted during advisory sessions

Session 4

Title: Understanding Behavior expectations and procedures

Objectives: The advisory group will learn the behavior expectations and procedures to be followed in various settings within the school.

Resources:

Student Handbook

Behavior Expectations and Procedures Handout or Overhead





Topics/Activities:







1. Explain to group that we behave in different ways and follow different procedures depending on where we are and what we are doing. Ask students to explain how they are expected to behave when they go to the library (speak in a whisper, sit calmly while reading, etc.). Then ask what procedures they follow in a library (ask librarian if you need help, take book to counter to check it out, etc.) Next, ask students to contrast the library example with how they would behave at a party at a friend's house (okay to talk loudly, laugh, etc.) and the procedures they follow (greet host when they arrive, walk through party to see who is there, etc.). Explain that there are also different behavior expectations and procedures to be followed in various school settings and activities.
2. Give students *Behavior Expectations and Procedures* handout (can also be used as overhead). Go through the list and discuss appropriate behaviors and procedures for each setting or activity. Have students volunteer their ideas, but be sure to clarify what the CORRECT expectations and procedures are. Have students refer to handbook if needed.

Behavior Expectations and Procedures

Setting/Activity	Behavior Expectations	Procedures
Hallways		
Cafeteria		
Assemblies		
Bus		
Field Trips		
Gym		
Pep Rallies		
Club Meetings		
After School Activities		
School Performances		
Fire Drills		
Tornado Drills		
Safety and Security Drills		

Behavior Expectations and Procedures.(For Teacher Use)

Setting/Activity	Behavior Expectations and Procedures
<p>Hallways</p> 	<ul style="list-style-type: none"> • Avoid the use of profanity • Do not run –WALK • No PDA • No Posting Up • No yelling • No pushing/shoving • Stay in assigned areas
<p>Cafeteria</p> 	<ul style="list-style-type: none"> • Use inside voices • No food/drink outside cafeteria • Remain in the cafeteria until dismissed • No food fights • Remain in seat • Dispose of trash • Do Not break line • Do Not change tables
<p>Assemblies/Special Activities/Performances</p> 	<ul style="list-style-type: none"> • Be Polite/Courteous audience member • Follow Directions • Do Not Interrupt/Disrupt
<p>Bus</p> 	<ul style="list-style-type: none"> • Ride YOUR Bus • Use Proper Behavior/Bus Rules • Respect driver and fellow passengers • Use Inside Voice • Do Not Enter Main Campus Building (unless under the supervision of an adult) • NO FIGHTING

<p>Field Trips</p> 	<ul style="list-style-type: none"> • ALL SCHOOL RULES APPLY • Respect and Obey all adults involved
<p>Gym</p> 	<ul style="list-style-type: none"> • OFF LIMITS except during your PE class • Follow PE teacher policies
<p>Pep Rallies</p> 	<ul style="list-style-type: none"> • Sit in assigned areas • Cheer appropriately for everyone • No PDA • Follow Directions
<p>After School Activities</p> 	<ul style="list-style-type: none"> • Stay with sponsor • School Rules including dress code applies • Be prepared for activity • Have a ride home • If not at school under adult sponsorship GO HOME
<p>Media Center</p> 	<ul style="list-style-type: none"> • Must have a note from teacher or be accompanied by a teacher • Check in with staff upon entering • Maintain quiet voices • NO FOOD or DRINK • Follow library rules
<p>Fire / Tornado / Safety and Security Drills</p> 	<ul style="list-style-type: none"> • Follow directions given by authority • Be Calm • Pay Attention • Be Quiet • Do Not Run or lag behind • Stay with your teacher • Do Not stop at locker or bathroom

Session 5

Title: Likes/dislikes

Objectives: To have a discussion with students on their likes and dislikes regarding this school year.

Resources:

Each advisee will need paper

Topics/Activities:

1. Have students list things they like about this school/school year.
2. Have students list things they dislike about this school/school year.
3. Address dislikes **keep it self focused** (things that are in the advisees control)

Cannot control

How a teacher treats you
How a student treats you

Can control

How you respond
What you say/do

Session 6

Title: Progress report check

Objectives: To discuss student progress and determine why they have the grade that they have.

Resources:

Student checklist for first grading period (one copy for each advisee)
Advisory progress report form (one copy for advisory)

Topics/Activities:

1. Distribute to students checklist for the first grading period. Have them list why they have/have not been successful. List what they can do to improve. Students will return sheets to advisor to be kept in student folder.
2. Use the form provided to check student progress report

Checklist for the First Grading Period

If you are not completely satisfied with your grades for the first grading period, the checklist below may help you in evaluating your performances in the classroom.

Attendance—Has your attendance been regular? Have you been tardy?

Makeup Work—If you have had to be absent from school, have you done all makeup work?

Book—If a book is required for class, have you brought it every day?

Materials—Have you brought all necessary materials to class every day? (pens, paper, notebook, etc.)

Assignments—Have you completed all assignments and turned them in on time?

Study time—Have you spent time at home studying and completing assignments?

Attitude—Have you had a positive attitude in class?

Behavior—Has your behavior interfered with class instruction or your understanding of assignments?

Concentration/Focus—Have you been focused on the teacher and the assignment in each class?

Supplemental Worksheet: Checklist for First Six Weeks

Advisory Progress Report Form

Advisor _____

	First name	Last name	# of classes passed	# of classes failed	Action taken (CP = contact parent. CT = contact team leader)
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
18					
20					
21					
22					
23					
24					
25					

REFERRAL FORM TO TEAM

STUDENT NAME:	
DATE:	
ADVISOR NAME:	
REASON FOR REFERRAL:	

Session 7

Title: School and Community Involvement

Objectives: To encourage students to become involved in school and community activities.

Resources:
College Application

Topics/Activities:

1. List school and community activities in which students could become involved.
2. Discuss with students reason for becoming involved.
Suggestions:
 - Meet people
 - Have fun
 - Feel more comfortable at school
 - Less likely to drop out
 - More likely to make better grades
 - Self improvement
 - Scholarship
 - College application (have example)

Additional Activity Options:

Option #1. Have students search newspaper and magazine articles/ clips portraying individuals involved in community service.

Questions:

- Why is this service important?
- Would consider replacing this person? Why or why not?
- What would be the effect on the community if this service was discontinued or not provided on a regular basis?

Option #2. Teacher leads discussion utilizing the following questions:

- **Create a "School Clubs" worksheet based on what your school offers. Or, you could have kids brainstorm on the clubs and activities that exist at the school. Explain how students join clubs, when applicable.**
- **Have students try to match the club with its purpose. Discuss the answers to be sure everyone is aware of the club offerings. Have students initially try to match the club with its purpose.**

Option #3. Have students write a brief description on how joining a particular club would help them. (2-3 sentences)

Session 8

Title: Four Facts

Objectives: To build group cohesion and have students get to know one another.

Resources: Each student will need paper to write on.

Topics/Activities:

1. On a sheet of paper list four facts about yourself. (advisor and advisees) Three of them should be true and one should be false.
2. One person at a time will read her/his four statements aloud.
3. Group members will guess the statements they believe are false (Example: raise your hand if you think statement #1 is false, #2, etc)
4. The person sharing her/his statements will then reveal the statement that was real/false.

Session 9

Title: Human Bingo

Objectives: To build group cohesion and have students get to know one another.

Resources: Each student will have a human bingo board and a pen or pencil.

Topics/Activities:

1. Have students do a warm-up from the activity from the week before. In that activity they mentioned three things that were true about them and one that was false. Go around to each student (and yourself) and see what people can remember about one another from the last week.
2. Now distribute the bingo boards and tell students they need to try to fill as many boxes as they can. You may choose to time the activity or not.
3. Once it is completed go through each item and for example, ask, "Who was born in another country?" and then find out which countries people were born in and when they moved here. In this way you can extend the activity and enhance it with details.

Also: Remind students that this is the end of the first nine weeks grading period and that they should make every attempt to turn in missing work and to meet with teachers if they are concerned about their grades.

Human Bingo!

Last name begins with the same letter as yours	Born in the same month as you	Likes the same music as you	Watches or plays the same sport as you
Has seen or met someone famous	Lives in the same neighborhood as you	Plays an instrument	Ate at McDonalds in the last week
Was born in another country	Has never smoked a cigarette	Lives in an apartment	Speaks two or more languages
Lives in a house with two floors	Has been to the beach in the last year	Rides a bicycle	Uses the same brand of toothpaste as you

Session 10

Title: Personality Traits

Objectives: To learn more about one's own personality traits.

Resources: Handout entitled, "Who are you?" and a pencil or pen.

Topics/Activities:

1. Have student complete to true/false list.
2. Once completed the students can share their responses in pairs or small groups.
3. The students can also share in large groups.
4. This activity can be extended by having students share what their three favorite traits are from the list and their three least favorite traits are. This can also be done with small groups.
5. The teacher is encouraged to share about their traits as well. Emphasize that we are all different and that sometimes people who answer these types of questions very differently can often become good friends.

WHO ARE YOU?

DIRECTIONS: Mark each statement with a *T* for TRUE and an *F* for FALSE to describe traits about yourself. Discuss with your classmates.

- ___ 1. I am usually very friendly to others.
- ___ 2. I can usually accept other people for what they are without trying to change them.
- ___ 3. I often hurt other people's feelings.
- ___ 4. I am very competitive and aggressive.
- ___ 5. I am a quiet, reserved, laid-back person.
- ___ 6. I like to be the leader and run things.
- ___ 7. I am very energetic.
- ___ 8. I prefer to be with other people than alone.
- ___ 9. I get a great deal of exercise.
- ___ 10. I practically never lose my temper.
- ___ 11. I often get my feelings hurt by other people.
- ___ 12. I love physical adventure and some risk or chance.
- ___ 13. I need at least 8 hours of sleep a night.
- ___ 14. I usually let others take the lead.
- ___ 15. I have a loud, strong voice.
- ___ 16. My friends consider me a good listener.
- ___ 17. I find it difficult to relax at times.
- ___ 18. I have a good relationship and open communication with my parents.
- ___ 19. I usually tell people what I think.
- ___ 20. I will avoid a confrontation if at all possible.
- ___ 21. I dislike noise and loud voices.
- ___ 22. I prefer to be alone when I am upset.
- ___ 23. I get my work done on time.
- ___ 24. I am self-conscious about my appearance.
- ___ 25. I am very intense about my grades and schoolwork.
- ___ 26. I worry a lot.
- ___ 27. I am very sensitive to pain.
- ___ 28. I am frequently tired or fatigued.
- ___ 29. I like outdoor sports and camping.
- ___ 30. Material things are very important to me.

Session 11

Title: Report Card/Credit Check

Objectives: Students will have an understanding of how you earn and calculate credits, and requirements for the 10th grade.

Resources: Credit Check sheet

Topics/Activities:

1. Have students think about their grades for the nine weeks and discuss what they could have done better and what they are proud of. Ask them what has been the hardest about school this year and what has presented them with the biggest challenges, and what tricks or habits they had that helped them get do well.
2. Walk students through the credit sheet and what courses they will need to complete by the end of the year in order to become a sophomore. They will need to have a long range vision in order to get through each day!

Please keep their credit check form in their advisory folder so that it can be updated periodically. Consult with your counselor if the students raise questions that you do not have the answer to. It's ok not to know, but be sure to return to advisory with the answers to their questions.

Personal Credit Check Sheet

Student Name: _____

Remember:

5 credits required to be a 10th grade
 10 credits required to be an 11th grader
 16 credits required to be a 12th grader
 22 credits required to graduate

Credit Count at end of each year:

9th _____
 10th _____
 11th _____

Check when Completed	<u>Required Courses:</u>	Fall Grade	Failed Fall	Spring Grade	Failed Spring	Notes:
	English I					
	English II					Gateway: _____
	English III					Writing: _____
	English IV					
	Algebra I					Gateway: _____
	Geometry					
	Algebra II					
	Physical Science					
	Biology					Gateway: _____
	Chemistry <u>or</u> Ecology					
	Geography <u>or</u> W.History					
	US History					
	Economics ½					
	Government ½					
	Foreign I					
	Foreign II					
	Fine Art					
	Wellness					
	PE ½					
	PE ½					

Check when Completed	<u>Electives:</u>	Fall Grade	Failed Fall	Spring Grade	Failed Spring	Failed electives are not required to make up.
	Algebra Gateway ½					Does not count as math credit for either path.
	Math Foundations II					Does not count as math credit unless on Tech path.

Session 12

Title: Desirable Qualities

Objectives: The learner will evaluate themselves based on the qualities they like and dislike most in other people.

Resources: Each student will have a handout on desirable qualities and a pen or pencil.

Topics/Activities:

1. Have students complete the hand out after the directions have been read aloud. The qualities that they are speaking of can be in friends, romantic interests, or people in general. Have them fill in more than 4-5.
2. Once they have finished have them place a + next to the qualities that they have, and circle any that they wish they possessed.
3. Ask them how negative qualities could be turned into positive ones. Ask them to share their lists and see if there are any common themes or qualities.
4. Try to reinforce the idea that people are different, and in life we must learn to accept, work with, and even live with people who have qualities that we do not like.

Name _____

Date _____

QUALITY TIME

DIRECTIONS: List all the qualities that you like in other people in the first column. Then, list all the qualities that you dislike in other people in the second column. When you are finished place a + next to each quality that YOU have (look at both columns). Next, circle any quality that you wish you possessed.

QUALITIES THAT I LIKE
IN OTHERS

QUALITIES THAT I DISLIKE
IN OTHERS

Session 13

Title: Silent Communication

Objectives: To learn that communication does not always involve voice or written words.

Resources: None needed!

Topics/Activities:

1. Discuss the various ways the people communicate their thoughts and feelings. Why are some people better at expressing their feelings than others? Do you know people who have a hard time saying what they are thinking or feeling?
2. This activity will require the group to think about alternative ways of communicating.
3. Tell the group that the object of this activity is to form a single file line with the person whose birthday is closest to January 1st in the front and the person closest to December 31st in the back and everyone else in birthday order in between. No one may talk during the activity. They may use any method of communicating among themselves except for mouthing of words or any form of writing. Give the group about 60 seconds to come up with various ways of communicating without using their mouths or writing.
4. Begin the activity by starting a stopwatch or looking at a clock. They will have 60 seconds to complete it.
5. Ideas for discussion:

What made the activity difficult to accomplish?

Did any leaders emerge during the activity? How were they chosen?

What were some of the ways you used to communicate?

What are some problems with this type of communication?

List ways in which we communicate with each other that do not involve talking?

Are some methods more effective than others?

Do you know someone who cannot talk or write and has to use other ways to communicate? Share that with us.

Session 14

Title: E-mail Etiquette

Objectives: To become aware of appropriate e-mail etiquette and the difference between text messaging and e-mail.

Resources: Essential E-mail etiquette handout.

Topics/Activities:

1. Begin by asking students if they text message. Also ask if they have an e-mail account. What is the difference between the two?
2. Discuss the importance of knowing what a e-mails (especially to teachers and employers) should look and sound like.
3. Review the handout and discuss each point.
4. *Optional activity:*

Have students choose a message that they need to send someone – letting someone know that they will be late, or what time they will be arriving, or what time they will be dropping something off. (Let students offer suggestions)

How would that be written as a text message?
How would it be written as an e-mail?

Have students volunteer to put their versions on the board. They could do this activity in pairs or groups as well.

Essential E-mail Etiquette

For all emails pertaining to school or work...

Don't write anything you wouldn't say in public. Anyone can easily forward your message, even when done accidentally. This could leave you in an embarrassing position if you divulge personal or confidential information. If you don't want to potentially share something you write, consider using the telephone.

Use Subject Line to summarize the text of your message. With so much spam (junk email), your message will likely be deleted without being read if you don't put a subject,

Use a Spell checker before you send. This is an option on both WebMail and Pipeline. Email, like conversation, tends to be sloppier than communication on paper. That's OK, but even with email you don't want to appear excessively careless. Read the email before you send it.

Keep your message short and focused

Don't write e-mail messages using the abbreviations and codes that you would use in a text message. The use of abbreviated writing makes sense for text messages, but appears too informal for e-mail messages and can be difficult to understand for some readers.

Include your name at the bottom of the message. The message contains your e-mail address (in the header), but the many times the header on MTSU's system, puts only the user name and the recipient will not know who the message is from unless you "sign" your email. If you are sending it to your instructor, it's a good idea to identify the class you are in. (Use the HELP section to create a signature block if you wish, but here I simply mean include your name.)

Don't Use Upper Case. This is viewed as SHOUTING.

Check your Email at least once a day. Answer pertinent emails as soon as possible.

Delete Spam. Even with filters, you will get an excessive amount of junk email. You don't have to open or read it. You can check messages you want to delete and delete without reading.

Don't over use Reply to All. Use reply to all if you really need your message to be seen by each person who received the message.

Don't forward chain letters, jokes, etc.

Session 15

Title: Study Skills – Assessing Attitudes

Objectives: To assess students' attitudes toward studying.

Resources: Checklist.

Topics/Activities:

1. Begin by discussing the schedule for final exams and how the half day system for exams works in high school. Also review the semester grading system briefly (another lesson covers that in more detail) and how the exam is an important component of the semester grade.
2. Begin a discussion about what they already know about study skills and what they feel are important skills to have and to use in order to succeed in high school.
3. Distribute the checklist and give them time to complete it.
4. Explain the scoring and then assist as they score the checklist.
5. Encourage students to share what their strengths and weaknesses are, and then talk about how they can build on current strengths, and how to set goals in order to improve the study skills that they already have.

What is Your Studying Attitude Quotient (A.Q.)?

Directions: The purpose of this inventory is to help you to assess your attitudes toward studying. The results will reveal your *Studying Attitude Quotient (A.Q.)*. For each of the following items, determine if the statement is like you or not like you. Circle Yes, it is like me or No, it is not like me. This is not a test. There are no right or wrong answers. Be honest with yourself.

Responses

Item

- Yes No ___ 1. When I get discouraged in a class, I usually give up.
- Yes No ___ 2. I usually do well, even in classes I don't enjoy.
- Yes No ___ 3. I tend to put studying off to the last minute.
- Yes No ___ 4. I seldom skip school or classes.
- Yes No ___ 5. I am distracted easily when I am studying.
- Yes No ___ 6. I like to do my schoolwork ahead of time.
- Yes No ___ 7. I often put outside activities ahead of studying.
- Yes No ___ 8. I usually do all the work assigned in class.
- Yes No ___ 9. It is often hard for me to get started studying.
- Yes No ___ 10. I want above average grades and will work for them.
- Yes No ___ 11. I often have trouble concentrating on my schoolwork.
- Yes No ___ 12. I like to do more than is expected by my teachers (e.g., extra credit work).
- Yes No ___ 13. I often make careless errors on exams.
- Yes No ___ 14. I have trouble studying in an organized manner.
- Yes No ___ 15. I often let other things interfere with my study time.
- Yes No ___ 16. I'd rather cram for exams than study on a regular basis.
- Yes No ___ 17. I like to get my assignments done on time.
- Yes No ___ 18. I like to do my schoolwork by myself.

Responses

Items

- Yes No ___ 19. I would rather learn some other way than reading from books.
- Yes No ___ 20. I often take notes when reading assignments.
- Yes No ___ 21. I usually look forward to going to class.
- Yes No ___ 22. I try to take advantage of extra learning opportunities.
- Yes No ___ 23. I usually pay attention in class.
- Yes No ___ 24. I usually take notes in my classes.
- Yes No ___ 25. I often have trouble staying awake when I read my text books.
- Yes No ___ 26. When I get confused, I usually seek help with my schoolwork.
- Yes No ___ 27. It is important for me to get a good education.
- Yes No ___ 28. I usually take long breaks when I'm studying.
- Yes No ___ 29. I usually put off doing school projects like themes and term papers.
- Yes No ___ 30. Studying is often a waste of time.

Scoring

1. Write a 1 in the column if you circle
Yes for any of the following items: 2,
4, 6, 8, 10, 12, 17, 18, 20, 21, 22, 23,
24, 26, and 27.
2. Write a 1 in the column if you circled
No for any of the following items: 1,
3, 5, 7, 9, 11, 13, 14, 15, 16, 19, 25, 28,
29, and 30.
3. Total the number of 1's you have
written down, and divide that number
by thirty (30) to get a decimal.

4. Multiply this number by 200 to get
your *Studying Attitude Quotient*.

Example:

If you marked down 22-1's:

$$22/30 = .733 \times 200 = 146.6$$

Your score:

$$\text{____} / 30 = \text{____} \times 200 = \text{____}$$

$$\text{No. of 1's Divided by 30} = \text{____} \times 200 = \text{____}$$

Discussion

Your *Studying Attitude Quotient (A.Q.)* is a relative index of your attitude toward schoolwork and your willingness to use yourself effectively to achieve. The higher the score the more positive your attitude. The following chart indicates the relative strength of your *Studying A.Q.*

Studying A.Q. Chart

0-75 Insufficient	76-125 Low	126-150 Moderate	151-175 High	176-200 Exceptional
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In addition to assessing your Studying A.Q., the responses you made to individual items provide clues as to why you may have study skills below what is necessary to achieve at the level you desire. A careful study of your responses can help you to develop better study skills and habits.

Session 16

Title: Test Taking Skills

Objectives: To review strategies that are helpful in test-taking situations.

Resources: Handout for study tips.

Topics/Activities:

1. Begin by having students brainstorm strategies they have used on tests and in for preparing for tests. Have a student be the secretary and write them on the board.
2. Ask students if they have test anxiety or feel that they do not perform as well on tests as they do on other types of assignments.
3. Look through the list of tips and have students highlight the ones they think they can adopt for their exams.

Some advisories have invited seniors, or leadership students, to come and share strategies that they have used during exam time. Students will often listen to peers before they will listen to adults! Invite a senior or a strong upperclassman to come and talk to your advisory if possible.

Test Preparation Tips

- ✓ Preparation for your first test should begin after the first day of class; this includes studying, completing homework assignments and reviewing study materials on a regular basis.
- ✓ Budget your time, make sure you have sufficient time to study so that you are well prepared for the test.
- ✓ Go to review, pay attention to hints that the instructor may give about the test. Take careful notes and ask questions about items you may be confused about.
- ✓ Ask the instructor to specify the areas that will be emphasized on the test.
- ✓ Make sure you go to the class right before the test; it's another prime time for the instructor to give out more hints or the format of the test.
- ✓ Go over any material from practice tests, HW's, sample problems, review material, the textbook, class notes...
- ✓ Eat before a test, having food in your stomach will give you energy and help you focus, but avoid heavy foods which can make you groggy.
- ✓ Don't try to pull an all nighter, get at least 3 hours of sleep before the test.
- ✓ Put the main ideas/information/formulas onto a sheet that can be quickly reviewed many times, this makes it easier to retain the key concepts that will be on the test.
- ✓ Try to show up at least 5 minutes before the test will start.
- ✓ Set your alarm and have a backup alarm set as well.
- ✓ Go to the bathroom before walking into the exam room, you don't want to waste anytime worrying about your bodily needs during the test.

Test Taking Tips

- ✓ Bring at least two pens/pencils with good erasers, calculator with enough batteries and any other resources that your instructor allows you to.
- ✓ Bring a watch to the test with you so that you can better pace yourself.
- ✓ Keep a positive attitude throughout the whole test and try to stay relaxed, if you start to feel nervous take a few deep breaths to relax.
- ✓ Keep your eyes on your own paper, you don't want to appear to be cheating and cause unnecessary trouble for yourself.
- ✓ When you first receive your test, do a quick survey of the entire test so that you know how to efficiently budget your time.
- ✓ Do the easiest problems first; don't stay on a problem that you are stuck on especially when time is a factor.
- ✓ Do the problems that have the greatest point values first.
- ✓ Don't rush, but pace yourself, read the entire question, and look for keywords.
- ✓ Ask the instructor for clarification if you don't understand what they are asking for on the test.
- ✓ Write legibly, if the grader can't read what you wrote they'll most likely mark it wrong.
- ✓ Always read the whole question carefully, don't make assumptions about what the question might be.
- ✓ If you don't know an answer skip it, go on with the rest of the test and come back to it later, maybe on another part of the test there'll be something that will help you out with that question.
- ✓ Don't worry if others finish before you; focus on the test in front of you.
- ✓ When you are finished, if you have time left look over your test, make sure that you have answered all the questions, only change an answer if you misread or misinterpreted the question because the first answer that you put is usually the correct one. Watch out for careless mistakes and proofread your essay and/or short answer questions.
- ✓ Double check to make sure that you put your first and last name on the test.

Session 17

Title: Overcoming Test Anxiety

Objectives: To learn strategies to overcome test anxiety during final exams.

Resources: Handout

Topics/Activities:

1. Begin by discussing where students are in the quarter – do they feel like their grades are where they need to be? Talk about ways to bring up grades at this point in the semester. Do some role play about conversations with teachers about how to improve and make up work, or discuss strategies for finishing out the semester on a high note. Share any strategies that you used when you were a student.
2. Discuss test anxiety and the impact that it can have on performance. Distribute the handout and read together. Discuss the strategies and have students check off ones they think apply to them and that they can adopt for the upcoming exams.
3. Discuss any other academic questions the students may have as the semester winds down. Make sure they understand the final exam schedule – many teachers assume that the students understand the schedule and the routine.

OVERCOMING TEST ANXIETY

Most students experience some level of anxiety during an exam.

However, when anxiety affects exam performance it has become a problem.

General preparation/building confidence:

Review your personal situation and skills and then try some of the following:

- Developing good **study habits and strategies** **Managing time**
(dealing with procrastination, distractions, laziness)
- Organizing material to be studied and learned
Take a step by step approach to build a strategy and not get overwhelmed
- Outside pressures
success/failure consequences (grades, graduation), peer pressure, competitiveness, etc.
- Reviewing your past performance on tests
to improve and learn from experience

Test preparation to reduce anxiety:

- Approach the exam with confidence:
Use whatever strategies you can to personalize success: vizualization, logic, talking to your self, practice, team work, journaling, etc.
View the exam as an opportunity to show how much you've studied and to receive a reward for the studying you've done
- Be prepared!
Learn your material thoroughly and organize what materials you will need for the test. Use a checklist
- Choose a comfortable location for taking the test
with good lighting and minimal distractions
- Allow yourself plenty of time,
especially to do things you need to do before the test and still get there a little early
- Avoid thinking you need to cram just before
- Strive for a relaxed state of concentration
Avoid speaking with any fellow students who have not prepared, who express negativity, who will distract your preparation
- A program of exercise
is said to sharpen the mind
- Get a good night's sleep
the night before the exam

- Don't go to the exam with an empty stomach
Fresh fruits and vegetables are often recommended to reduce stress.
Stressful foods can include processed foods, artificial sweeteners, carbonated soft drinks, chocolate, eggs, fried foods, junk foods, pork, red meat, sugar, white flour products, chips and similar snack foods, foods containing preservatives or heavy spices
- Take a small snack, or some other nourishment to help take your mind off of your anxiety.
Avoid high sugar content (candy) which may aggravate your condition< relaxation>

During the test:

- Read the directions carefully
- Budget your test taking time
- Change positions to help you relax
- If you go blank, skip the question and go on
- If you're taking an essay test
and you go blank on the whole test, pick a question and start writing. It may trigger the answer in your mind
- Don't panic
when students start handing in their papers. There's no reward for being the first done

If you find yourself tensing and getting anxious during the test

- Relax; you are in control.
Take slow, deep breaths
- Don't think about the fear
Pause: think about the next step and keep on task, step by step
- < relaxation>Use positive reinforcement for yourself:
Acknowledge that you have done, and are doing, your best
- Expect *some* anxiety
It's a reminder that you want to do your best and can provide energy
Just keep it manageable
- Realize that anxiety can be a "habit"
and that it takes practice to use it as a tool to succeed

'After the test, review how you did

- List what worked, and hold onto these strategies
It does not matter how small the items are: they are building blocks to success
- List what did not work for improvement
- Celebrate that you are on the road to overcoming this obstacle

Check out local centers and resources in your school for assistance!

If you are aware that you have a problem with test anxiety, be sure your teacher or instructor knows before any testing begins (and not the hour before!). There may be other options to evaluate your knowledge or performance within the subject matter.

Session 18

Title: Making the Grade

Objectives: To learn how to compute final grades for the semester.

Resources: Making the Grade Handout.

Topics/Activities:

1. Begin by talking to students about the strategy of hypothesizing what grade they may get in each course for the semester. This information will help them understand what grade they need to get on their exam in order to get the best grade possible for the semester.
2. Look over the making the grade sheet. Make sure YOU LOOK IT OVER before advisory begins so that you know how to explain it to them. Encourage students to get out their calculators if they have one.
3. Show students how to use the formula to help them see where they will be, and to understand that they don't "get grades" but actually earn them and have control over the grade that they get.

Time left? Discuss winter break and what plans they may have. Have them share any plans or traditions that they have for the holidays. Encourage them to get some rest and come back ready to work and learn!

MAKE THE GRADE!

ADVISORY ACTIVITY

WEIGHT	GRADE	SAMPLE GRADES (Fill in the BLANKS)				What is my GRADE?					
						1 st	2 nd	3 rd	4 th	5 th	6 th
40%	1 st 9-weeks	95	87	79	84						
40%	2 nd 9-weeks	86	91	85	74						
20%	Exam	Exempt	88	86	83						
100%	Final Average										

Exemption Policy	If EXEMPT, how will the final average be computed?
<ul style="list-style-type: none"> • Must be in the 12th grade • Less than seven absences • No Out-of-School suspensions • At least one 9-week grade of 93 • At least a 90% average 	

How can all of these different formulas give you the same result?

Write your explanation on the back of this sheet.

$$\text{Final Semester GRADE} = \frac{(1 \text{ st } 9\text{-wks}) + (1 \text{ st } 9\text{-wks}) + (2\text{nd } 9\text{-wks}) + (2\text{nd } 9\text{-wks}) + \text{EXAM}}{5}$$

$$\text{Final Semester GRADE} = (1 \text{ st } 9\text{-wks} * 40\%) + (2\text{nd } 9\text{-wks} * 40\%) + (\text{Exam} * 20\%)$$

$$\text{Final Semester GRADE} = (1 \text{ st } 9\text{-wks} * 0.4) + (2\text{nd } 9\text{-wks} * 0.4) + (\text{Exam} * 0.2)$$

$$\text{Final Semester GRADE} = \left[1 \text{ st } 9\text{-wks} \left(\frac{40}{100} \right) \right] + \left[2\text{nd } 9\text{-wks} \left(\frac{40}{100} \right) \right] + \left[\text{Exam} \left(\frac{20}{100} \right) \right]$$

What do you need to make the grade?

$$\text{EXAM GRADE to make a "D"} = \frac{69.5 - (1 \text{ st } 9\text{-wks grade} * 0.4) - (2\text{nd } 9\text{-wks grade} * 0.4)}{0.2}$$

$$\text{EXAM GRADE to make a "C"} = \frac{74.5 - (1 \text{ st } 9\text{-wks grade} * 0.4) - (2\text{nd } 9\text{-wks grade} * 0.4)}{0.2}$$

$$\text{EXAM GRADE to make a "B"} = \frac{84.5 - (1 \text{ st } 9\text{-wks grade} * 0.4) - (2\text{nd } 9\text{-wks grade} * 0.4)}{0.2}$$

$$\text{EXAM GRADE to make a "A"} = \frac{92.5 - (1 \text{ st } 9\text{-wks grade} * 0.4) - (2\text{nd } 9\text{-wks grade} * 0.4)}{0.2}$$

Session 19

Title: Check-In/Schedule Check

Objective: Students will check-in on how their exams went, how their break went, and what their schedule for the semester looks like.

Resources: Schedule Check Sheet

Topics/Activities:

1. Have students share about exams, if they used the strategies shared in advisory, and if they had a good break.
2. You may use any games from the ice breakers section at the beginning of the advisory lessons.
3. Have students go over the schedules with you. Note on the schedule check sheet any concerns or problems that the students have. Address these concerns with their guidance counselor.

Schedule Check

Advisor _____

	First	Last	Schedule Issue
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
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22			
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24			
25			

Session 20

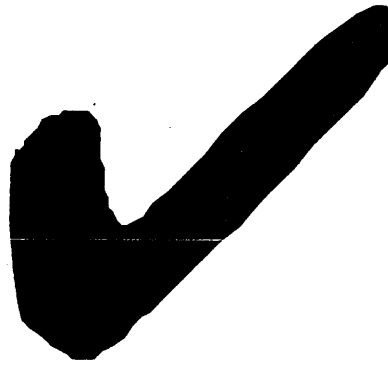
Title: Report Cards/Credit Check/Computing Your GPA

Objectives: To review grades, credits, and learning how to compute the GPA

Resources: Credit check sheet, 9th grade checklist, How to Compute your GPA Handout

Topics/Activities:

1. Have students get their credit check sheet out from last semester. They may fill in the credits that they have earned. If they failed courses you need to share any credit recovery information that you have with them.
2. If they do not have a credit check sheet provide them with a new copy.
3. Go over the 9th grade checklist with them and discuss what they need to accomplish on the list.
4. Go over the handout on how to Compute your GPA so that they understand how that number is derived. Explain that it is much harder to pull up a GPA later on, and that freshman year can really make a huge difference on your high school GPA.



Ninth Grade Checklist

- _____ Review your report card:
 - Make sure it is correct
 - Check the spelling of your name and your social security number
- _____ Plan your schedule for next year
- _____ Know your GPA! You have time to improve!
- _____ Sign up for Credit Recovery if you failed a class last fall
- _____ Become involved in extra curricular activities
- _____ Save samples of your work, newspaper clippings, and copies of your grades to place in your personal advisory folder

Personal Credit Check Sheet

Student Name: _____

Remember:

5 credits required to be a 10th grade
 10 credits required to be an 11th grader
 16 credits required to be a 12th grader
 22 credits required to graduate

Credit Count at end of each year:

9th _____
 10th _____
 11th _____

Check when Completed	<u>Required Courses:</u>	Fall Grade	Failed Fall	Spring Grade	Failed Spring	Notes:
	English I					
	English II					Gateway: _____
	English III					Writing: _____
	English IV					
	Algebra I					Gateway: _____
	Geometry					
	Algebra II					
	Physical Science					
	Biology					Gateway: _____
	Chemistry <u>or</u> Ecology					
	Geography <u>or</u> W.History					
	US History					
	Economics ½					
	Government ½					
	Foreign I					
	Foreign II					
	Fine Art					
	Wellness					
	PE ½					
	PE ½					

Check when Completed	<u>Electives:</u>	Fall Grade	Failed Fall	Spring Grade	Failed Spring	Failed electives are not required to make up.
	Algebra Gateway ½					Does not count as math credit for either path.
	Math Foundations II					Does not count as math credit unless on Tech path.

How to Calculate Your GPA (Grade Point Average)

Lesson
How to Calculate Your GPA (Grade Point Average) Objective: Students will learn to calculate GPA (Grade Point Average)
Resources
How to Calculate Your GPA Handout Calculator
Activity
<ol style="list-style-type: none">1. Give each student the How to Calculate Your GPA Handout.2. Discuss the importance of GPA for college entrance and scholarships.3. Discuss the instructions with students.<ul style="list-style-type: none"><input type="checkbox"/> Explain how GPA is figured with 4 points given for each semester A; 3 for B; 2 for C; 1 for D; and 0 for an F.<input type="checkbox"/> Add all points up and divide by the number of semesters taken.4. Assist students in computing the GPA in the examples.

How to Calculate Your GPA (Grade Point Average)

GPA is figured according to the points below:

4 points for an A

3 points for a B

2 points for a C

1 point for a D

0 points for an F

Add all points and divide by the number of semesters taken.

Directions: Find the GPA for the examples below. Place a 4, 3, 2, 1, or 0 in each of the spaces above according to the letter grade. Add all points and divided by 12 (the number of courses taken).

Name: Slow Starter

Grade: 9th

Algebra I	72	_____
English I	54	_____
World Geography	82	_____
Wellness	87	_____
Spanish I	78	_____
Physical Science	70	_____

Algebra I	63	_____
English I	78	_____
World Geography	74	_____
Wellness	85	_____
Spanish I	80	_____
Physical Science	70	_____

Slow Starter's 9th GPA: _____

Name: Slow Starter

Grade: 10th

Geometry	78	_____
English II	82	_____
World History	87	_____
Keyboarding	92	_____
Spanish II	81	_____
Biology	76	_____

Geometry	76	_____
English II	86	_____
World History	87	_____
Personal Computer	90	_____
Spanish II	83	_____
Biology	77	_____

Slow Starter's 10th GPA: _____

Let's look at another scenario. This student's name is Border Grades. She is a pretty good student and many people would be pleased with her grades. Look at the change in GPA when she makes As instead of Bs in Algebra I and Wellness.

Name: Border Grades

Algebra I	85	_____	Algebra I	85	_____
English I	92	_____	English I	85	_____
World Geography	87	_____	World Geography	88	_____
Wellness	85	_____	Wellness	85	_____
Spanish I	88	_____	Spanish I	90	_____
Physical Science	84	_____	Physical Science	84	_____

Border's GPA: _____

Name: Border Grades

Algebra I	93	_____	Algebra I	94	_____
English I	92	_____	English I	85	_____
World Geography	87	_____	World Geography	88	_____
Wellness	95	_____	Wellness	98	_____
Spanish I	88	_____	Spanish I	90	_____
Physical Science	84	_____	Physical Science	84	_____

Border's GPA: _____

Session 21

Title: Career Exploration

Objectives: To learn about career choices and to examine their own interests and strengths and match them to careers.

Resources: Multiple activities to choose from.

Topics/Activities:

1. Choose from one of the activities provided for you. Have students begin to think about how they will choose a career academy at your school.

ADVISOR-ADVISEE ACTIVITY –

[9]

Topic: Career Exploration

Objective: The student will learn how to match hobbies to career choices.

1. Check roll. (Please report to the front office any students that are absent from homeroom.)
2. Copy and distribute worksheet “Matching Hobbies to Career Choices.”
3. Activity: Read the hobby choices and mark them with the symbols shown on the worksheet. Mark only those that apply—if you’ve never tried a hobby and have no interest in it, leave it blank.
4. Closure: Hobbies can be used as careers. Hobbies can develop skills useful in careers and gives a person something to enjoy in retirement.

Keep this sheet filed in your Advisor-Advisee Notebook

Matching Hobbies to Career Choices

Marks:

- ✓ Hobbies you have now.
- + Hobbies you've tried once or twice and would like to try again, to improve.
- * Hobbies you've never tried but would like to try someday

____ Individual sports (tennis, swimming)
____ Team sports (basketball, soccer)
____ Games (chess, cards, video)
____ Reading
____ Cooking
____ Visiting friends
____ Coin collecting
____ Walking/hiking
____ Word processing
____ Attending school
____ Working on cars
____ Repairing things
____ Aerobics
____ Ice skating
____ Carpentry
____ Computer games
____ Acting
____ Playing a musical instrument
____ Singing
____ Watching television
____ Learning a foreign language

____ Writing poems and stories
____ Babysitting
____ Drawing pictures
____ Bodybuilding
____ Stamp collecting
____ Bird watching
____ Working with small engines
____ Working with electronics
____ Collecting things
____ Participating in clubs
____ Boating
____ Camping
____ Public speaking
____ Rock hunting
____ Traveling
____ Studying animals
____ Doing experiments
____ Working on puzzles
____ Gymnastics
____ Doing research
____ Decorating
____ Crafts
____ Gardening
____ Thinking
____ Writing
____ Working with computers
____ Working outdoors
____ Working with older people
____ Furniture refinishing
____ Photography
____ Working with numbers

Using the space below, for each hobby you put a mark next to, try to list a few jobs or careers that are related to that hobby in some way.

Some hobbies can also be careers—for example, you may cook for fun now, and cook for money in the future. Other hobbies may develop skills that are valuable in a career that isn't identical to the hobby, but related. For example, an interest in gardening today may lead to a career in farming. One good way to relate hobbies to careers is through assessment devices.

See how many careers you can identify. Discuss your job or career choices with your family, friends, and teachers.

Individual sports (tennis, swimming) _____
Team sports (basketball, soccer) _____
Games (chess, cards, video) _____
Reading _____
Cooking _____
Visiting friends _____
Coin collecting _____
Walking/hiking _____
Word processing _____
Attending school _____
Working on cars _____
Repairing things _____
Aerobics _____
Ice skating _____
Carpentry _____
Computer games _____
Acting _____
Playing a musical instrument _____
Singing _____
Watching television _____
Learning a foreign language _____
Writing poems and stories _____
Babysitting _____
Drawing pictures _____
Bodybuilding _____
Stamp collecting _____
Bird watching _____
Working with small engines _____
Working with electronics _____
Collecting things _____
Participating in clubs _____
Boating _____

Camping _____
 Public speaking _____
 Rock hunting _____
 Traveling _____
 Studying animals _____
 Doing experiments _____
 Working on puzzles _____
 Gymnastics _____
 Doing research _____
 Decorating _____
 Crafts _____
 Gardening _____
 Thinking _____
 Writing _____
 Working with computers _____
 Working outdoors _____
 Working with older people _____
 Furniture refinishing _____
 Photography _____
 Working with numbers _____

Physical therapist	Computer programmer
Social worker	Performer
Recreational therapist	Drama critic
Athletic trainer	Writer
Translator	Nutritionist
Video performer	Child care worker
Metallurgist	Music therapist
Sports announcer	Computer service technician
Medical illustrator	Athlete
Industrial designer	Auto mechanic
Computer analyst	Teacher
Podiatrist	Photojournalist
Cabinet maker	Robotics engineer
Mechanic	Politician
Sociologist	Animal rights activist
Geologist	Entrepreneur
Landscape architect	Curator
Environmentalist	Outward bound instructor
Historian	Marine mechanic
Horticulturist	Chemist
Travel agent	Surveyor
Sales representative	Technical writer
Inventor	Engraver
Geriatric nurse	Coach
Mathematician	Special Olympics coach
Journalist	

Topic: Career Exploration

Objective: The student will be able to identify and assess post-secondary training and educational opportunities that are of personal interest to them.

1. Check roll. (Please report to the front office any students that are absent from homeroom.)
2. Copy and distribute the worksheet "Window Shopping."
3. Activity: Ask the class to identify at least five possible career options they are considering after secondary school is completed. Group them into three categories: working with things, working with people, and working with ideas.
4. Focus: Ask students: What are the implications for future training and education if you are to enter these careers?
5. Have students brainstorm and agree upon factors to be considered (e.g., length of training, cost, location, competitive admissions, licensing, post-graduate job placement service.) Give students time to absorb and process the material.
6. Closure: Learning more about career options and categories are important in making a career decision.
7. Follow-up: Students may fill out job applications, have interviews, and use additional resource material, such as college handbooks, computer searches, talking to college and military representatives and/or college students, on-the-job training, apprenticeship programs, and available library resources, such as video tapes and flyers.

ADVISOR-ADVISEE ACTIVITY -

[9]

Topic: Career Exploration

Objective: The student will learn job characteristics for self-analysis.

1. Check roll. (Please report to the front office any students that are absent from homeroom.)
2. Copy and distribute the two-page worksheet "Job Characteristics Summary for Self-Analysis."
3. Read aloud the Directions for each section and discuss the different job characteristics.

Keep this sheet filed in your Advisor-Advisee Notebook

Job Characteristics Summary for Self-Analysis

Directions:

A. Rank the following list of job characteristics according to their importance to you in selecting a job. Number 1 is the one which means the most to you. Number 33 will be the one you care about the least.

- | | | |
|----------------------------|---------------------------|-------------------------|
| _____ Working alone | _____ Scientific work | _____ Risky work |
| _____ Handling money | _____ Creative work | _____ Serving others |
| _____ Challenging work | _____ Social activities | _____ Ecological work |
| _____ Pleasing to parents | _____ Size of salary | _____ Length of hours |
| _____ Self-respect | _____ Promotions | _____ Prestige |
| _____ Paperwork | _____ Safety | _____ Humanitarian work |
| _____ Stock options | _____ Retirement plan | _____ Responsibility |
| _____ Teamwork | _____ Health benefits | _____ Outside work |
| _____ Opposite sex present | _____ Being a leader | _____ Traveling options |
| _____ Following orders | _____ Inside work | _____ Clean work areas |
| _____ Intellectual work | _____ Working with people | _____ Vacations |

(continued)

Directions:

B. List the top five characteristics in your ranking, and tell why each is important to you.

Characteristic	Why It Is Important to Me
1.	
2.	
3.	
4.	
5.	

Directions:

C. List the last five characteristics in your ranking, and tell why each is not important to you.

Characteristic	Why It Is Not Important to Me
29.	
30.	
31.	
32.	
33.	

Session 22-24

Title: Career Center Exploration – School Specific

Objectives: To inform students about the career centers offered at your school and to help them choose the one that is appropriate for them.

Resources: School specific.

Topics/Activities:

Session 25

Title: Registration

Objectives: To understand the requirements for 10th grade and to decide what courses to register for.

Resources: School specific.

Topics/Activities:

Students will either register during the advisory period, or they will learn about 10th grade courses during their advisory sessions.

Session 26

Title: Anger Management

Objectives: To recognize signs of anger and other stressful emotions.

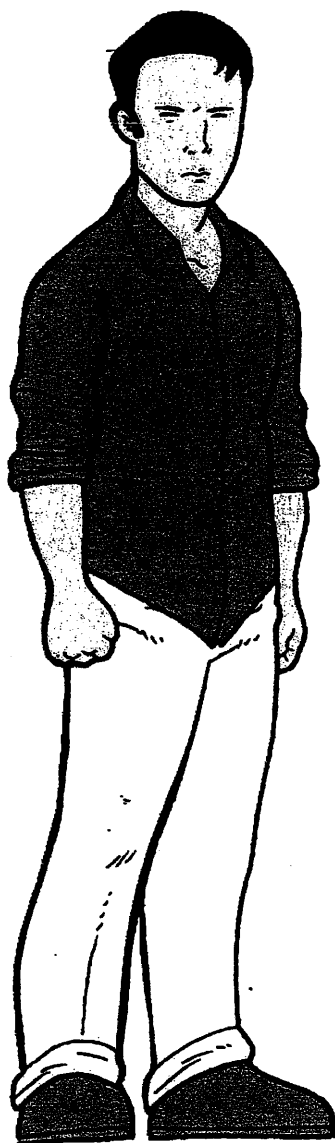
Resources: How we know we are angry handout, escalation of anger handout.

Topics/Activities:

1. Discuss anger and how it can manifest itself. Have students brainstorm on what makes them angry, and what strategies they use to control their anger. Is controlling your anger important? Why? In what situations can it be useful to know how to control it?
2. Distribute the How we know we are angry handout and complete the handout as you talk. What cues let us know when we are angry? (feeling hot, hands feel sweaty, stomach hurts, headache, etc) What types of events prompt your anger? Is it the event or the way you think about the event?
3. Distribute the escalation of anger handout. Let's look at the thinking patterns that lead to the escalation of anger and get us into trouble, Ask a student to read aloud.
4. Discuss the questions and come up with answers in whole group, or small group.

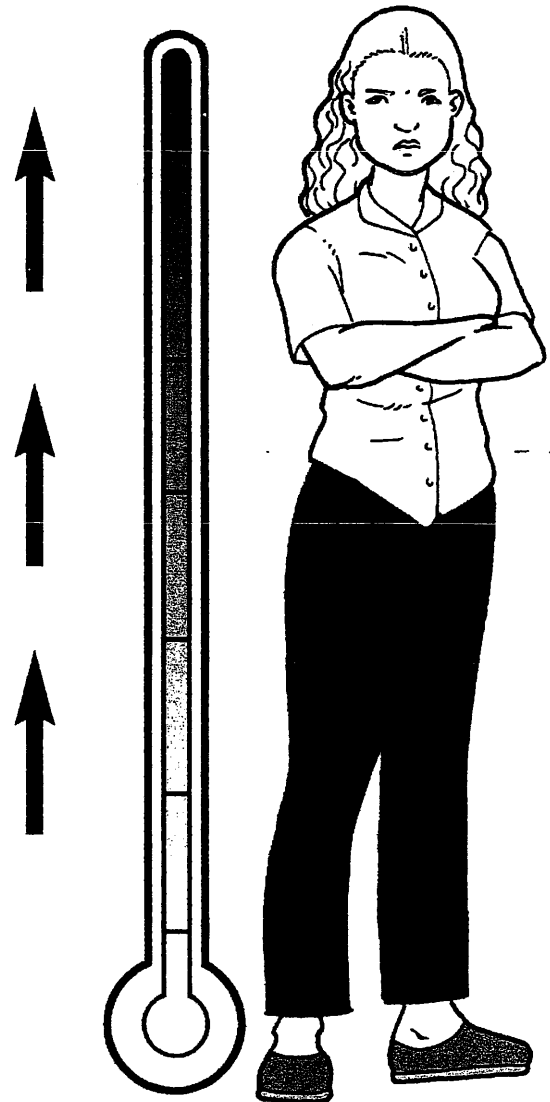
How We Know We Are Angry

Write in the signs of anger.



Escalation of Anger

- 7) As Megan passes Donna, she tells her she looks trashy. Donna looks very surprised.
- 6) Megan "sees red." She slams her locker and storms down the hall, bumping into people as she goes.
- 5) Megan thinks, *She thinks she's better than me, just because I can't afford clothes like hers!*
- 4) Mega thinks, *If I don't do something about this, everyone will think I'm a chump.*
- 3) Megan begins to feel signs of anger.
- 2) Megan perceives the comment as a putdown and a threat to her self-esteem.
- 1) Donna tells Megan she looks "retro" today.



Megan

What prompted Megan to feel angry?

What do you think Donna meant by "retro"?

What thoughts escalated Megan's anger?

What behaviors escalated her anger?

What does it mean to "see red"?

Session 27

Title: Conflict Resolution

Objectives: To practice the skill of resolving conflict.

Resources: Conflict Resolution handout, conflict resolution styles handout, what would you do handout

Topics/Activities:

1. Write the conflict response styles on the board, and discuss each one with students. Have the students give examples of each style.
2. Distribute the conflict resolution skills handout to the students. Read through and discuss.
3. Divide the students into groups of 4 or 5. Distribute what would you do if...handout and assign each group one of the scenarios to complete as a team.
4. Come back as a whole group and discuss each group's response to the scenario.
5. Discussion points:
 - Why do people have trouble negotiating a solution to a conflict? How might emotions get in the way of a win/win situation?
 - Could violence have been an outcome in any situation? Which one? Why?
 - What makes it easier to negotiate? What makes it harder?
 - What are examples of situations in which you would be unwilling to compromise?
 - What current conflict could you resolve with negotiation? What solutions will you offer?

Conflict Response Styles

Conflict Avoidance

A person denies that there is a conflict and/or attempts to please others at his/her expense.

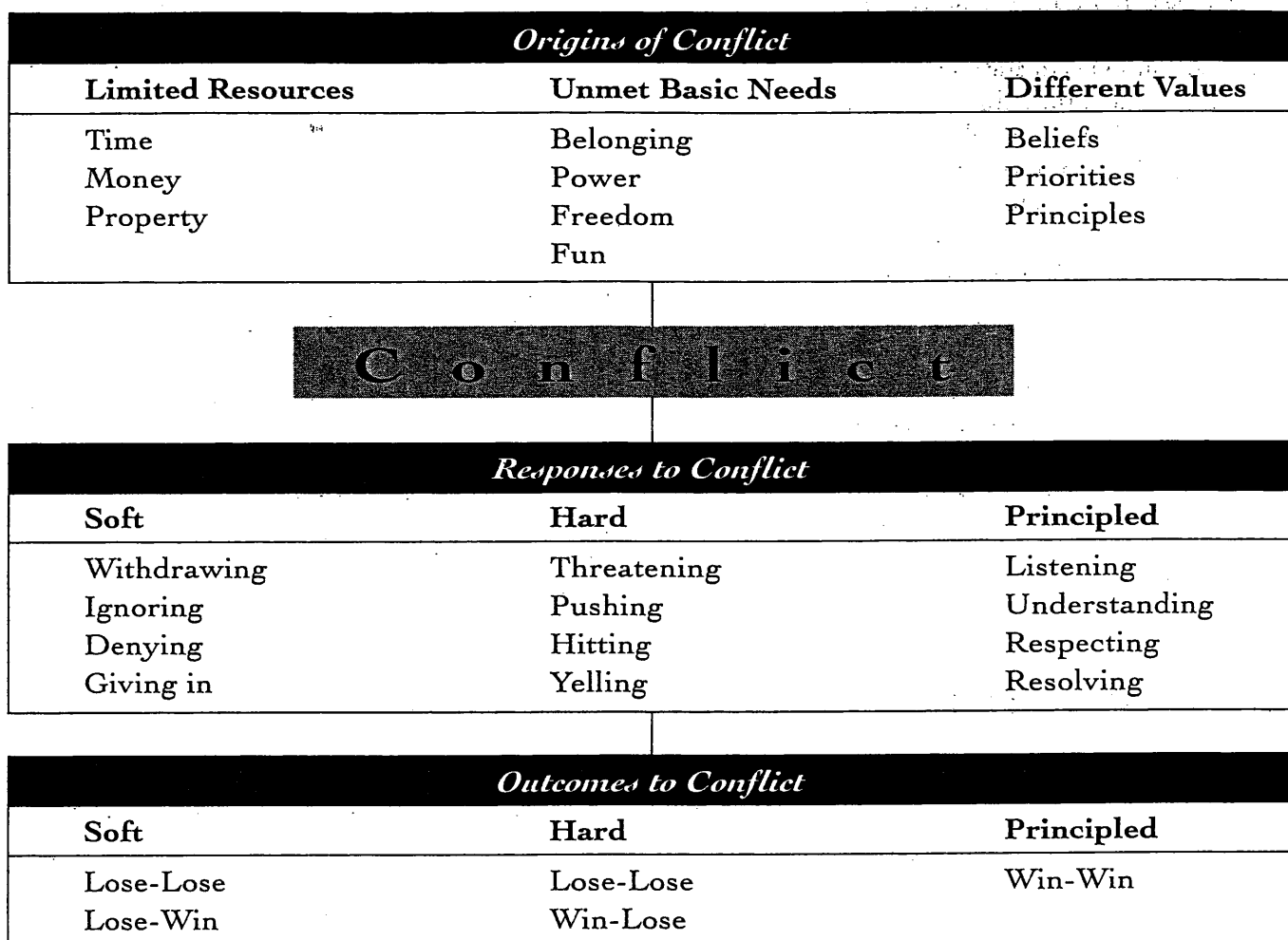
Conflict Confrontation

A person attempts to settle a disagreement in a hostile, defiant, and aggressive way.

Conflict Resolution

A person uses conflict resolution skills to resolve a disagreement in a healthful, safe, legal, respectful, and nonviolent way.

Figure 1 Understanding Conflict



Source: Bodine, R., D. Crawford, and F. Schrupf. 1994. *Creating the Peaceable School: A Comprehensive Program for Teaching Conflict Resolution*. Champaign, IL: Research Press, Inc., p. 92. Reprinted with permission of the authors and Research Press.

define the problem. When solutions deal only with the limited resource that appears to be the source of the conflict without addressing other underlying interests, conflict between the parties will likely occur again.

Different Values

Conflicts involving different values (beliefs, priorities, principles) tend to be more difficult to resolve. When an individual holds a value, he or she has an enduring belief that a specific action or quality is

preferable to another action or quality. Many times disputants think in terms of "right/wrong" or "good/bad" when values are in opposition. Even conflicts over differing goals can be viewed as value conflicts. The source of a goal conflict relates either to the goal's relative importance for each disputant or to the fact that the disputants value different goals.

Resolving a values conflict does not mean the disputants must change or agree on their values. Often a mutual acknowledgment that each person views the situation differently is the first step



Conflict Resolution Skills

Conflict resolution skills are skills a person can use to resolve a disagreement in a healthful, safe, legal, respectful, and nonviolent way.

1. Stay calm.
2. Set the tone.
 - Listen first.
 - Avoid interrupting.
 - Affirm others.
 - Be sincere.
 - Avoid putdowns.
 - Reserve judgment.
 - Avoid threats.
 - Separate the problem from the person.
 - Use positive nonverbal messages.
3. Define the conflict.
4. Take responsibility for personal actions.
5. Use "I" messages to express needs and feelings.
6. Listen to the needs and feelings of others.
7. List and discuss possible solutions.
 - Will the solution result in actions that are helpful?
 - Will the solution result in actions that are safe?
 - Will the solutions result in actions that are legal?
 - Will the solutions result in actions that are respectful of all people involved?
 - Will the solution result in actions that are nonviolent?
8. Agree on a solution.
9. Keep your word and follow the agreement.
10. Ask for the assistance of a trusted adult or peer if the conflict cannot be resolved.

What Would You Do If...

1. You have a big date tonight. You go into your closet for your favorite outfit and it's gone. Thirty minutes before your date arrives, your sister comes home wearing your outfit with a big ketchup stain on the front.

You respond:

2. Johnny, who you've had a crush on for 6 months, asks your best friend out on a date. She accepts his invitation without telling you. When you ask what she did Friday night, she says matter of factly, "Oh, I went out with Johnny."

You respond:

3. You ask your buddy, Rick, to fill in for you at work 2 weeks in advance and he agrees. The night before he's supposed to work he calls and says he's changed his mind without a good reason.

You respond:

4. You confide in Jill that Patrick wants to ask you out but you find him repulsive. She goes back and tells Patrick what you said. Word gets back to you that Jill told him. You find Jill and...

You respond:

5. You stay up late completing a long math assignment. When you get to school the next day your buddy, Jimmy, gets mad at you because you won't let him copy it.

You respond:

6. You go out on Saturday night with a few of your friends. You have a curfew and they don't. You are all at a party having fun when you realize that it's time to go home. Your friends refuse to leave until they're ready. As a result, you get home an hour late and get punished. When you see your friends at school...

You respond:

7. Your parents find cigarettes in the pocket of your jacket and falsely accuse you of smoking. They punish you without giving you a chance to explain that they're not yours.

You respond:

Session 28

Title: Conflict Resolution

Objectives: To learn four basic steps to making decisions when dealing with conflicts.

Resources: Four Step Conflict Resolution Model sheet

Topics/Activities:

1. Review last week's lesson. Ask students if they had any situations where they got angry, or if they saw someone else getting angry. Did you think about the strategies we discussed?
2. Distribute the "Four Step Conflict Resolution Model" to each student.
3. Review each step with students. Give examples when possible.

FOUR-STEP CONFLICT RESOLUTION MODEL

Sometimes, it seems like there are no good ways to resolve a conflict. When this happens, you will have to do the best you can in the situation. The following Conflict Resolution Model can help you make wiser decisions about how to handle your conflicts with others. It will provide you with a method that you can use with your parent(s), teachers, and others your age. You may also find that it can be used to help others work through some of their conflicts.

To build your skills in using this model, you may want to try out each step by role-playing some practice situations with a friend. As you master the steps and learn how to apply them to a variety of situations, you will acquire some powerful tools to help you handle conflicts wisely.

Step 1: "What is the conflict about?"

Consider how the conflict started and try to think about both sides of the conflict as much as possible.

Step 2: "What approaches have you tried?"

Make a written list of all the approaches you've tried so far to resolve this conflict. After each item, write what happened as a result.

Step 3: "What else could you do?"

Continue your list of approaches by adding any new ideas you may have to resolve this conflict. As in "Step 2," write what you believe will be the probable outcome or result of each strategy. If you cannot think of any new approaches, explore what would probably happen if you did nothing.

Step 4: "What's your first step?"

Look through your list of approaches and outcomes from Steps 2 and 3 and pick the one you will start with. Remember, if you decide to do none of the approaches, you still have made a choice that will have its own result. Commit to a day and time you will do this "first step." Then take action! Later, you may want to look back at your list to consider other ideas, in case the first step doesn't resolve the situation.

Session 29

Title: Report Card Check

Objectives: Discuss grades, strategies for improving grades for the rest of the semester.

Resources: None.

Topics/Activities:

1. Have students share any challenges that they are facing with classes.
2. Discuss what is working in school for them, and what they need to work on. Encourage students to offer ideas and solutions.
3. Make a list of students that are failing classes, and refer information to their team or guidance counselor.

Session 30

Title: Decision Making

Objectives: Students will identify internal and external obstacles in making decisions, and students will rate, by degree of importance, internal and external obstacles.

Resources: Self-Defeating handout, internal and external obstacles handout. Henry's dilemma handout, identify your obstacles handout

Topics/Activities:

1. Distribute the internal and external obstacles handout and discuss with students.
2. Distribute the self-defeating statements handout and discuss with students.
3. Distribute Henry's dilemma and have kids take turns reading aloud. As a group complete the bottom of the page.
4. Have students think of a dilemma in their lives and have them identify their own obstacles. Have them use the Obstacles handout if needed.

Internal and External Obstacles

An obstacle is anything or anyone that prevents you from getting the information you need to take the next step.

Internal Obstacles

In one of the self-defeating quotes, the speaker was afraid to make a decision. For this person, fear was an internal obstacle. The people who thought they were too young or too old are also victims of an internal obstacle, the obstacle of self-stereotyping.

If you fear change, lack self-confidence, or think of yourself as too young or too old, your ability to take action is blocked by an internal obstacle.

External Obstacles

External obstacles can exist in your surroundings or environment. Joan is 33 years old. Her husband has a job that pays well, and their two children are in elementary school. Joan would like to return to work, but she has the rest of the family to think about. If she gets a job, who will do all the things she does now at home?

Frank, a recent graduate from a community college, is 20. He would like to transfer to a four-year school and continue his education, but he doesn't have the money now.

Joan and Frank face external obstacles to decision making. But these external obstacles can also hide or disguise internal obstacles that are the real barriers to decision making. Joan and Frank may really lack the confidence needed to make a commitment to achieving their goals. In other words, the external obstacles may provide handy excuses for avoiding the risks involved in a decision.

Some Self-Defeating Statements

"I'd like to continue college, but my parents say it's too expensive."

"I don't really know what I'd like to do next year."

"I'd like to be a pilot, but it's too hard for women to make it in that field."

"I can't. I've got my family to think about."

"The reason I haven't decided is that I'm afraid of what might happen."

"I'd apply for that program, but I know they won't pick someone like me."

"I don't think so."

"It's too late. I'm too old."

"The time just isn't right."

"I'd do it right now, but my spouse doesn't want to move."

Do any of these sound familiar? Have you heard any of them before? Have you said any of them before? Among the influences that get in the way of making satisfying decisions, you can be your own worst enemy. You can be the biggest obstacle.

Hand out transparency and discuss.

Henry's Dilemma

Look at Henry's case. As you read the following paragraphs, try to identify the obstacles, both internal and external, that keep Henry from making a satisfying decision.

Henry Williams, a 46 year-old communications specialist, is entering his twentieth year with the Army. At the end of this year, he will be eligible for retirement. Henry is faced with the decision of whether to stay in his stable and secure position or retire and seek other employment. The only employment option attractive enough to tempt him to give up his position with the Army is that of opening his own radio and TV shop.

There are several things that make Henry's decision difficult, including some personal characteristics and aspects of his life that have made it easy for Henry to put off facing this decision for months. On one hand, it would be easy for Henry to stay in the military and not make a decision. On the other, he really would like to have his own shop, although he is skeptical about his ability to start a new career at his age. To complicate matters, Henry and his family are very comfortable with their present lifestyle and his two teenagers are eagerly anticipating college. There's much at stake for Henry and his family, and he is afraid of making the wrong decision.

Read through the following list of internal and external obstacles. Check the ones you think are preventing Henry from realizing his decision.

Internal Obstacles

- ☐ Fear of making the wrong decision
- ☐ Fear of taking a risk
- ☐ Fear of failure
- ☐ Fear of change
- ☐ Lack of self-confidence
- ☐ Ambivalence (having conflicting feelings about the decision)
- ☐ Procrastination
- ☐ Stereotyping about self and others with respect to age, race and sex.

Note the *difference* between stereotyping and self-stereotyping. In one, *others* do it to you and, in the *other*, you do it to yourself.

External Obstacles

- ☐ Family expectations and responsibilities (paying the bills, cooking the meals, etc.)
- ☐ Societal stereotyping about age, race and sex.
- ☐ Other societal expectations (pressure to conform, to make more money, to be successful, to be a good parent, etc.)

Comment: In some respects, each of these is an obstacle that prevents Henry from confronting his decision.

Identify Your Obstacles

Use the following exercises to identify obstacles that are keeping you from making satisfying decisions.

Degree of Importance			
External Obstacles	Slightly	Moderately	Very
Family expectation and responsibilities			
Societal stereotyping			
Other societal expectations			
Others:			
Internal Obstacles			
Fear of making wrong decisions			
Fear of taking a risk			
Fear of failure			
Fear of change			
Lack of self-confidence			
Ambivalence			
Stereotyping about self and others			
Procrastination			
Others:			

Session 31

Title: Substance Abuse

Objectives: To be able to identify signs of substance abuse and increase knowledge of facts about drinking alcohol.

Resources: Symptoms of Teenage Substance Abuse Fact Sheet
Facts about Drinking Alcohol Worksheet
Worksheet Answers

Topics/Activities:

1. Discuss alcohol and drug use at the school and among teens today. Ask students to be honest about the amount of use and the pressure that exists to experiment with drugs and alcohol.
2. Have them complete the alcohol worksheet.
3. Provide the correct answers. Discuss.
4. Lead a discussion using the fact sheet.

Facts About Drinking Alcohol

Test your knowledge about alcohol and other drugs on the following statements. Write a "T" or "F" in the space before each item to indicate whether you believe the statement is true or false.

- ___ 1. Wine coolers have less alcohol than beer.
- ___ 2. You can become addicted to beer.
- ___ 3. Alcohol use is one of the primary factors in the deaths of teenagers.
- ___ 4. Teens say that their number one reason for drinking is because their friends do.
- ___ 5. Drinking alcohol is not as bad as doing drugs.
- ___ 6. Girls are slightly more affected by alcohol than boys.
- ___ 7. Alcohol is currently the second biggest drug abuse problem among teens.
- ___ 8. If someone is drunk and passes out, others should make sure the person is laying on his/her back.
- ___ 9. You can inherit from your parents a tendency to become an alcoholic.
- ___ 10. If a pregnant girl drinks only three beers, it won't cause severe birth defects in her unborn child.
- ___ 11. Having only one beer won't hurt your ability to drive.
- ___ 12. Excessive use of alcohol can damage your liver and lead to a deadly liver disease.
- ___ 13. Most teens in the U.S. do not try alcohol for the first time until after they are 15 years old.
- ___ 14. Most drowning victims have been drinking.

Answers

1. (False) Wine coolers typically contain 6% alcohol, while beer usually has 4% alcohol.
2. (True) Drinking beer excessively can lead to alcoholism.
3. (True) Most deaths of teenagers have been related to drinking alcohol, whether these deaths are car accidents, falling, or other causes.
4. (True) According to one survey, seventy percent of teenagers say that their main reason for drinking is the influence of friends.
5. (False) Alcohol is a drug and is responsible for more deaths than the use of other drugs in the United States.
6. (True) In their digestive systems, females have lower amounts of an enzyme that breaks down some of the alcohol before it enters the bloodstream.
7. (False) Alcohol is currently the most significant substance abuse problem among adolescents.
8. (False) If someone passes out on their back, they should be rolled over on their side. Too many people have died from breathing their own vomit into their lungs. This is how Jimmy Hendrix, the famous rock guitar player, died.
9. (True) Alcoholism has been shown to have a genetic factor.
10. (False) While this may not harm the child, then again, it may. Fetal alcohol syndrome is caused by the mother drinking alcohol while she's pregnant. The exact amount of alcohol it takes to harm the unborn child is unknown.
11. (False) Any amount of alcohol will slow your ability to make judgments and react. If you drive, don't drink! If you drink, don't drive!
12. (True) Your liver primarily serves to neutralize, or detoxify any chemicals in the body that it identifies as poisonous. Alcohol is one of these chemicals. Excessive drinking over a long period of time eventually will lead to a deadly disease called cirrhosis of the liver. Some alcoholics, even knowing that their livers are diseased, continue to drink until they die.
13. (False) In one survey, more than 60% of 15 year-olds reports that they have consumed alcohol in the past.
14. (True) Of all drowning victims in the U.S., about 70% had been drinking alcohol at the time.

SYMPTOMS OF TEENAGE SUBSTANCE ABUSE

Family

1. Changing attitudes toward rules and regulations.
2. Lack of participation in family activities.
3. Isolating, staying in room much of the time while at home.
4. Breaking curfew, sneaking out at night.
5. Stealing items from the home—money, pills, alcohol, and so forth.
6. Lying—blaming others for troubles.

Friends

1. Sudden change in peer relationships.
2. Your friend is suddenly uncomfortable in your home with your parents there.

Schools

1. Grades fall.
2. Skips classes or entire days.
3. Sleeps in class.
4. Disrespectful to teachers.
5. Suspensions, expulsion.
6. Lack of motivation, lack of self-discipline.
7. Drops out of activities, and sports, and so forth.

Legal

1. Thefts, assaults, arrests.
2. DWI's.
3. Speeds or drives recklessly.

Personal Health

1. Subtle change in personality, mood swings.
2. Weight loss/gain.
3. Erratic sleeping and eating habits.
4. Deep, nagging cough which persists.
5. Dilated pupils, eyes are red; uses eye drops or sunglasses.
6. Blackouts, short-term memory loss.
7. Hangovers.
8. Flashbacks.

Session 32

Title: Self-Motivation/Progress Report Check

Objectives: Check grades, needs, etc.
Learn what motivators lead to success and how nine famous people refused to be discouraged.

Resources: Motivator chart
Nine people handout
Motivating for success directions

Topics/Activities:

1. Check on progress reports. Have students share any concerns they have or needs that they have at this point.
2. Distribute the "Nine People" handout.
3. Have students take turns reading aloud, and discuss what positive thinking is and how it can help you achieve goals. Ask students if they know people that are positive thinkers. How does it influence their lives?
4. Distribute motivator charts to the students. Read the intro and then have them complete the chart. Have them share their answers and discuss.

Nine People Who Refused to be Discouraged

Thomas Edison was told by his teachers that he was too "stupid" to learn anything. Later, he repeatedly made more than 3,000 mistakes on his way to inventing the light bulb. Eventually he held 1,093 patents.

Wilma Randolph contracted polio and scarlet fever as a child and wore leg braces for nine years. She eventually became the first woman from the United States to win three Olympic gold medals in track and field.

Albert Einstein was four years old before he could speak and seven before he could read. One of his teachers described him as mentally slow, unsociable, and "adrift." He was later expelled from school. He is still considered to be one of the greatest physicists of all time.

Walt Disney was fired by a newspaper editor when he was young. He was told that he had "no creative ideas." His company's parks, movies, and other products touch the hearts of millions of people each year.

Michael Jordan was cut from his high school basketball team. Later, his accomplishments inspired several prominent sports writers to declare him the best pro-basketball player ever.

Oprah Winfrey suffered many drawbacks as a child because she was emotionally and physically abused. Yet, she became the first African American woman to host a nationally syndicated weekday talk show and to own her own television and film distribution company.

Bill Cosby became discouraged and dropped out of high school. He later received his doctorate degree in education and became one of the most successful entertainers and businessmen in the world.

Jim Carey also was a discouraged teenager. He dropped out of school in the ninth grade. His family was so poor they had to live in a camper and a tent. Later, he became the first comedian to earn twenty million dollars for appearing in a single film.

Agatha Christie had a writing disability so severe that she had to dictate her stories for others to type. Yet, she became one of the most famous writers of mystery novels.

Motivating for Success

The search for self-knowledge is a strong *motivator*—a powerful drive that affects your actions, both now and in the future. Sometimes that drive comes from outside influences—parents, relatives, friends, or teachers. But often, the drive to discover yourself comes from your own quiet reflection about life. Your values guide the way you turn that *self-motivation* into action.

Self-motivation can help you learn in school. It can also help you find out about your future. The chart on the next page will help you learn which motivators most to you.

On the facing page, read each of the Present/Future Goals in the left-hand column. Then move across the chart, considering each of the motivators listed along the top. How important is each motivator in attaining your present or future goal? Write in a number from 1 to 10 to show its importance. A "1" shows the motivator means little in attaining your goal. A "10" shows the motivator is very important to attaining your goal. Remember, there is no "correct" score.

MOTIVATORS

PRESENT / FUTURE GOALS

	Esteem / Prestige	Helping Others	Leading / Guiding Others	Belonging	Meeting Expectations of Others	Power / Wealth	Accomplishment / Achievement	Independence	Competence / Creativity	Spirit of Risk / Challenge and Adventure	Personal Growth / Lifelong Learning	Team Building / Understanding Others	Popularity / Recognition	Friends / Family
I value . . .														
I feel secure when . . .														
My career choices will be based on . . .														
My adult responsibilities will be influenced by . . .														
Ten years from now I hope to achieve . . .														
My future happiness will be based on . . .														

Session 33

Title: Stress Management

Objectives: To recognize stress and learn techniques to deal with stress.

Resources: Stress Checklist
Personal Stress Management Planning Handout
12 Foolproof ways to deal with stress handout

Topics/Activities:

1. Lead a discussion on stress. Share the things that make you stressed in your life, and share your strategies for reducing stress. Have students discuss what causes stress in their lives and their strategies for dealing with it.
2. Distribute the handouts and discuss.
3. Have students share how well they manage stress and how they plan to reduce stressors in their lives, or use strategies for getting through it.

Stress Checklist

On the checklist below, put a checkmark on the line before those things that make you feel stress.

- | | |
|--|---|
| <input type="checkbox"/> Fear of dying | <input type="checkbox"/> Too many chores or responsibilities at home |
| <input type="checkbox"/> Worry about the world situation and possible war | <input type="checkbox"/> Too many decisions at home |
| <input type="checkbox"/> Fear of getting hurt by others | <input type="checkbox"/> I am not maturing physically at the speed I would like |
| <input type="checkbox"/> Too much responsibility | <input type="checkbox"/> I am impatient and can't wait for my turn |
| <input type="checkbox"/> Fear of failing | <input type="checkbox"/> I am not popular |
| <input type="checkbox"/> School | <input type="checkbox"/> I get nervous with members of the opposite sex |
| <input type="checkbox"/> Neighborhood | <input type="checkbox"/> I get nervous when I try out for things (clubs, teams, etc.) |
| <input type="checkbox"/> New friends | <input type="checkbox"/> Someone I care about is in trouble with the law |
| <input type="checkbox"/> Jealous of brothers and sisters | <input type="checkbox"/> I am not healthy |
| <input type="checkbox"/> Conditions at home (too dirty, messy, too hot, too cold, poor..) | <input type="checkbox"/> There is a new child in my family |
| <input type="checkbox"/> Not enough food | <input type="checkbox"/> A friend recently moved away |
| <input type="checkbox"/> Worrying about someone at home | <input type="checkbox"/> Attending church |
| <input type="checkbox"/> Parents separated or divorced | <input type="checkbox"/> I spend much more or less time at recreation lately |
| <input type="checkbox"/> Parent has boyfriend or girlfriend around that I don't like | <input type="checkbox"/> I get embarrassed easily |
| <input type="checkbox"/> I'm picked on because of wearing glasses, my name, physical appearance, my clothing, a handicap or other | <input type="checkbox"/> I don't fit in |
| <input type="checkbox"/> I wait until the last minute to study for a test or do my homework | <input type="checkbox"/> I don't like the way I look |
| <input type="checkbox"/> Decisions are hard for me | <input type="checkbox"/> I have a drinking or drug problem |
| <input type="checkbox"/> Fear of speaking in front of a group | <input type="checkbox"/> Friends put pressure on me to do things I don't want to do |
| <input type="checkbox"/> Teachers or students think I am "bad" or "stupid" and they act according to that label and not to how I really am | <input type="checkbox"/> I have a new step-parent |
| | <input type="checkbox"/> Brainstorm other situations that cause you stress: |
| | <input type="checkbox"/> _____ |
| | <input type="checkbox"/> _____ |
| | <input type="checkbox"/> _____ |

Can You Control It?

You have the ability to control some stress, but not all of it. After each stressor you marked, place one of the following letters:

C = you **can** control **M** = you **may** be able to control **CC** = you **cannot** control

1. **Act** on those stresses that you can control and list them.
2. **Consider** what you can do with those that you may be able to control.
3. Find a way to deal with those you cannot control.

Personal Stress Management Planning

How well do you manage your stress? Evaluate how well you have done in the past 24 hours in each of the five areas, by answering the following questions. Then list ways in which you can improve and plan to improve in the space provided under each item.

1. Nutrition

Within the past 24 hours have you consumed the recommended numbers of servings of fruits & vegetables, breads & cereals, milk, and meat? ☐yes ☐no

Were the number of calories you consumed appropriate for achieving your desired body weight? ☐yes ☐no

2. Exercise

Within the past 24 hours have you exercised vigorously for at least one half-hour ☐yes ☐no

Do you include of some sort of aerobic exercise into your routine at least every other day? ☐yes ☐no

3. Sleep

Did you get at least eight uninterrupted hours of sleep last night? ☐yes ☐no

4. Social Life

Do you communicate as well with others and have as satisfying interpersonal relationships and friendships with others as you would like? ☐yes ☐no

5. Organization and Management

Are you organized in and do you manage your time, work, leisure, etc? ☐yes ☐no

Twelve (Foolproof) Ways to Deal with Stress

- 1** Exercise daily (15 to 20 minutes).
- 2** Learn to relax. Practice daily in a peaceful, quiet setting. Let go of the negatives. Develop visual imagery.
- 3** Talk it over. Share your problems with a friend, a relative, or a mental health professional
- 4** Stroke and talk to animals. Studies show blood pressure goes down. Even watching tropical fish has a soothing effect!
- 5** Set life goals. Are you living in the fast lane? Find out what is really important to you, then weed out frantic activities which don't really further your own values and goals.
- 6** Expect to be successful and move confidently toward a win. When you catch yourself worrying, ask, "Does worrying further my goals? Am I uptight about nothing?" Reject worries; many people worry out of love and concern or from guilt. Give yourself permission to be free of worry.
- 7** Talk to yourself about success! Be generous in self-praise. (Begin to notice how you talk about yourself in conversations.) Refuse to think about what you cannot change or about things in the past which you cannot change! Remember, humans do not have rewind buttons.
- 8** Plan your time. Be realistic —don't try to do too much.
- 9** Take a break. Occasionally change the pace (for no reason, just to do something different).
- 10** Interact with other people in a positive way. Talking, joking, touching, hugging—all ease the tension and dispel feelings of loneliness. Laughter is often the best medicine.
- 11** Avoid too many big changes at one time.
- 12** Get plenty of sleep. Eat right (good fuel keeps the car running smoothly!) Pamper yourself — You're the best!!

Session 34

Title: Test Taking SKills

Objectives: Students will review strategies for test taking skills.

Resources: Study Techniques Handout

Topics/Activities:

1. Discuss the Gateways and End of Course tests and the importance of doing well. Have students share strategies they have learned in classes for these tests.
2. Go through handout and discuss. Give some advice on how you prepared for tests.

1. Create a quiet study space.

Try to create a comfortable, quiet place to study where you will not be distracted by people, television, noise, etc. Put any notes, books, or supplies you will need in the space before you start.



2. Ask your family to respect your study time.

Make a "Do Not Disturb, I'm Studying" sign for your doorknob. If necessary, ask a parent to keep younger brothers and sisters from interrupting you.

3. Find your best study time.

Using low point quizzes as test cases, learn when you study best. Try early morning, afternoon, and evening study sessions. When you learn which works best for you, use it exclusively!

4. See if cramming works for you.

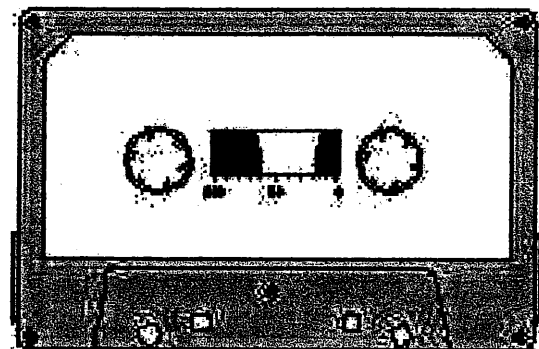
Cramming is studying intensely just before the test -- maybe one or more hours of hitting the books. Daily study for a half hour or less is another option. A recent study showed college students who simply read over their notes and the highlighted materials twice the night before a test did better than those who tried to memorize. You may even use all three approaches. Again, test each method to see which works for you!

5. Discover your learning style.

People learn primarily using one of four methods: audial (hearing), visual (sight), tactile (touch), or kinesthetic (motion). Make a list of the things you learn easily and do well. Which category would most of these things fit into? Do they rely on movement (like learning cheers, football plays, or an instrument), or listening skills (like memorizing the words to songs)? Do they rely on seeing things (like being able to recall scenes from a movie in your mind), or touching things (like sculpting or drawing with your fingertips)? You can learn using any of the four approaches, but one will be especially effective. Invent ways to study using YOUR approach as often as you can.

6. Make a study tape or CD.

One great method, especially for audial learners, is to make a question and answer cassette, MP3 or CD. Leave a long enough pause after each question to think of the right answer, then record the answer. For instance, record "Who was the first president of the United States?" Pause with the recorder recording silence, then record "George Washington." If the question requires a very long pause, instead record,



"Okay, turn off the recorder now to give your answer." If it is a vocabulary word and definition, begin by giving the definition and asking for the vocabulary word. Later in the recording, you can repeat each in reverse. You can use the tape or cd while dressing, driving places, etc. You also learn while making the recording. If you have an MP3 player, you can drag it along with you wherever you go. It is great for a tight schedule.

7. Create flash cards.

Use index cards or cut up squares of paper. On one side, write a question, on the other, put the answer. These are handy to tuck in a pocket and study during the day, on the bus, at the dinner table, etc. These are especially effective for visual learners. The act of making the cards helps kinesthetic learners.

8. Be a teacher.

Explain tough concepts to your mom or dad, grandma, brother, sister, or friend. It will help you remember!

9. Form a study group.

Try studying with one or more friends. Be honest though! Did you study or just talk and visit? Decide if it was a good study method for you, then either use it or don't use it again.

10. Visualize!

Try to picture events, procedures, stories, or poems you must remember. "See" Washington crossing the Delaware, picture water evaporating from a pond, forming a cloud, crossing the mountains, and so on. Try drawing to help you visualize, or even use objects to represent things and put on your own little play! Obviously good for visual learners.

11. Make up acronyms.

One trick for memorizing lists is to take the first letter of each item and try to form a word or sentence. For instance, Roy G. Biv stands for the colors of the rainbow (in order): red, orange, yellow, green, blue, indigo and violet. To memorize the planets and their order from the sun, create a sentence like My Very Educated Mother Just Sent Us Nine Pizzas –Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto. Create your own acronyms whenever you can. Good for audial learners.

Session 35

Title: Types of Tests

Objectives: Students will become familiar with various types of tests, and learn how to prepare for each type.

Resources: Objective Test, Essay Test, Preparing for a Test, taking a test – handouts

Topics/Activities:

1. Go through each type and help students develop strategies for each type of test.

Objective Tests

If your teacher tells you that you will be having an objective test, what can you expect? Most objective tests are made up of these kinds of questions:

A. True or False Statements

T F Sentences begin with capital letters.

B. Matching

- | | |
|----------------|-----------|
| _____ 1. cat | a. bird |
| _____ 2. robin | b. mammal |
| _____ 3. shark | c. fish |

C. Multiple-Choice Questions

_____ The largest city in California is:

- a. Chicago b. New York c. Los Angeles

(This type of question may also be written with the choices listed vertically.)

D. Fill in the Blank

The American flag is red, white, and blue.

Directions: Read the tests items below. On the blank before each, tell what type of objective item is given. Write A, B, C, or D to match the types listed above. Then answer each question. The first one is done for you.

- D 1. The first day of the week is Sunday.
- _____ 2. T F Boots are often worn in winter.
- _____ 3. A horse has _____ legs.
- _____ 4. T F Red cars are always faster than green cars.
- _____ 5. The following number is between 300 and 500:
a. 325
b. 523
c. 235
- _____ 6. _____ 1. airplane a. water
_____ 2. sailboat b. track
_____ 3. train c. air
- _____ 7. Apples grow on:
a. vines
b. trees
c. stalks
- _____ 8. The state with the coldest weather is:
a. Texas
b. Alaska
c. Florida

Essay Tests

If your teacher tells you that you will be having an essay test, what can you expect? Essay questions often begin with certain words, for example; describe, discuss, identify, compare and contrast.

1. Identify and discuss the steps required for a bill to become a law.
2. Discuss the impact of climate and rainfall on agricultural production.
3. Describe the financial impact on families of public school students required to wear uniforms.

Remember

1. Read all questions first—underline key words, such as “discuss,” “explain,” and “compare.” Jot down your initial thoughts.
2. Start with the easiest question—organize your thoughts into a simple outline. Draft your answer, leaving space between lines and in the margin for corrections and rewrites.
3. Be realistic—Answers should be logical and clear, but they don't have to be literary masterpieces! Use short, simple sentences to make your points.

Preparing for a Test

Do these things regularly when you attend class so that you will be ready when a test is announced:

1. Take notes. Write down important information given by your instructor in class.
2. Make notes of key words in your textbooks as you read.
3. Do your homework carefully. Ask questions about anything you do not understand at your next class.

When you know that a test is coming up:

1. Find out the kind of test that will be given and the material that will be covered.
2. Plan for study time. Set aside time each day to study for the test. (15 minutes a day)*
3. Predict the questions you would ask if you were the instructor. Be sure you know the correct answers, too!
4. On the day before the test, go over all of your notes and predicted questions and answers one more time.
5. Be quizzed over information by a friend, classmate or parent.
6. Get plenty of rest the night before the test and eat breakfast.

Directions: Cover the questions below the box. Then read the paragraph in the box. As you read, underline important ideas. Predict the questions that might be asked in a test. Then read the questions. One of the questions does not belong with the paragraph. Put an X by the number of that question. Answer the other questions. Did you predict that most of them would be asked?

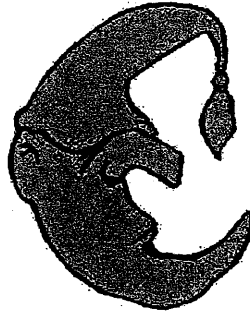
Changing Water

Put an ice cube in a pan in your room. What happens to it after a while? It becomes the liquid we call water. Heat the water. What happens to it now? It changes to steam. The water has become a gas. You have just seen three different forms of water: solid, liquid, and gas. They look very different, and yet they are all water. Each molecule is made up of hydrogen and oxygen no matter what form the water takes.

1. Name three forms that a water molecule can take.
2. Ice is a _____ solid _____ liquid _____ gas
3. Describe a sugar molecule.
4. Water molecules are made up of:
_____ hydrogen and ice _____ oxygen and hydrogen _____ oxygen and gas _____ ice and steam
5. T F When water turns to steam, it is no longer water.

Here are the key things
you need to know

To Take a Test. . .



Get a good night's sleep.



Plan to wear something to school that makes you feel comfortable and confident.



Eat a good breakfast the morning of the test, or a light, satisfying lunch prior to an afternoon test.



Arrive on time, but avoid getting to class too early; other, less prepared, students may be there waiting to share their stress.



Find out if the points you lose for wrong answers will be subtracted from the points you earn for right answers. If so, you will not be using guessing as an answer tool.



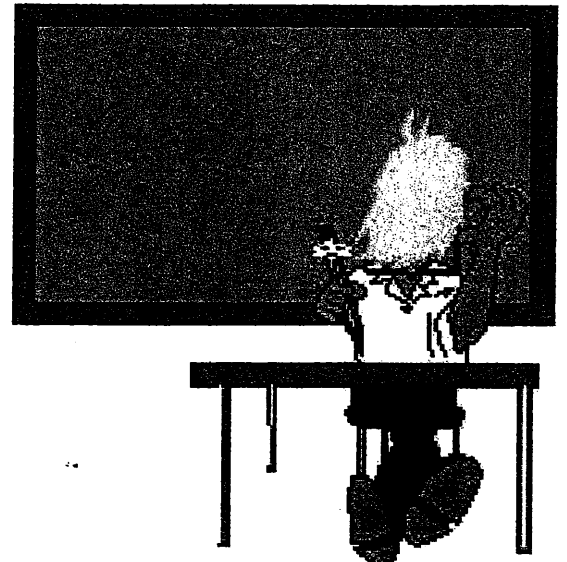
Read and follow all instructions carefully. Check point values and do a quick mental assessment of how much time each question deserves according to its value.



If a question is going to be time consuming, or you can't recall the answer handily, skip it. Make a mark in the margin to remind yourself to come back to it.



Return to the tough questions when you have gotten to the end of the test. If only your right answers are counted in your score, guess on the questions you still can't answer.



Treat essays as mini research papers, brainstorming ideas, organizing thoughts in an outline, and including a beginning, middle, end and evidence supporting your opinions.

Always check your answers before turning in your test. Use every minute the teacher gives you. Try to be the LAST person to turn in your test, not the first!

Session 36

Title: End of the Year Activity

Objectives: School or Advisory Specific - To bring closure to the year and finish on a high note!